R E P O R T R E S U M E S

ED 019 086 JC 680 165

MINUTES OF THE ANNUAL CONVENTION OF THE PENNSYLVANIA ASSOCIATION OF JUNIOR COLLEGES (25TH, PITTSBURGH, OCTOBER 13-14, 1967).

PENNSYLVANIA ASSN. OF JUNIOR COLLEGES, ALTOONA

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$2.04 49P.

DESCRIPTORS- *JUNIOR COLLEGES, *TEACHER WORKSHOPS, PROFESSIONAL ASSOCIATIONS, WORKSHOPS, CONFERENCE REPORTS, ORGANIZATIONS (GROUPS), PENNSYLVANIA,

THE KEYNOTE ADDRESS OF THIS CONVENTION DEALT WITH THE PROBLEM OF CURRICULAR OBSOLESCENCE AND HOW TO AVOID IT BY KEEPING THE PROGRAMS RELEVANT, ADVENTUROUS, ADAPTABLE, AND FLEXIBLE. THERE THEN FOLLOWED WORKSHOPS OR DISCUSSION GROUPS ON THE FOLLOWING TOPICS--(1) MODERN METHODS OF TEACHING ENGLISH, (2) SOCIAL SCIENCE (FACTORS OF OBSOLESCENCE AND INTERDISCIPLINARY COURSES), (3) VARIOUS TRANSFER PROGRAMS AND REQUIREMENTS, (4) BUSINESS MANAGEMENT COURSES, (5) COUNSELING AND COUNSELORS, (6) SECRETARIAL COURSES, (7) MATHEMATICS (GENERAL AND SPECIFIC), (8) UNIVERSITY PARALLEL COURSES, (9) THE PROBLEMS OF ADMINISTRATION IN STUDENT AFFAIRS, CAMPUS DEVELOPMENT, FACULTY BENEFITS AND EVALUATION, (10) PHYSICAL EDUCATION, (11) FINE ARTS, INCLUDING DRAMA AND MUSIC, (12) HEALTH SERVICES--THE DEGREES OF CARE PROVIDED AND THE VARIOUS METHODS OF PAYMENT (STAFF DOCTOR, NURSING, INFIRMARY, PSYCHIATRIC CARE, SHOTS, ETC.), (13) DEWEY VS. LIBRARY OF CONGRESS CLASSIFICATION SYSTEMS IN THE LIBRARY, (14) TRANSFER REQUIREMENTS FOR ENGINEERS, AND (15) DATA PROCESSING AND WAYS TO INTEGRATE THE RELATED AREAS OF HARDWARE, PROGRAMMING, AND USE. THE CLOSING ADDRESS DISCUSSED THE GREAT RESPONSIBILITY, BOTH CHALLENGING AND REWARDING, OF THE PRESENT GROWTH OF EDUCATION AND ITS FUNDING. (HH)

ED019088

MINUTES OF THE 25TH ANNUAL CONVENTION

OF THE

PENNSYLVANIA ASSOCIATION OF JR. COLLEGES

JC 680 163

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

MINUTES OF THE 25TH ANNUAL CONVENTION

THE PENNSYLVANIA ASSOCIATION OF JUNIOR COLLEGES

Robert Morris Junior College

Suburban Campus

Pittsburgh, Pennsylvania

Friday and Saturday

October 13 and 14, 1967

JC 680 165

UNIVERSITY OF CALIF.
LOS ANGELES

APR 15 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The Twenty-Fifth Annual Convention of the Pennsylvania Association of Junior Colleges was held Friday and Saturday, October 13 and 14, 1967 at the suburban campus of Robert Morris Junior College, Pittsburgh, Pennsylvania.

The registration desk opened at 1 P.M. in Jefferson Center and the registration desk was manned by Mr. John Bassett, Director of Academic Programs at Robert Morris Junior College, and three of his secretaries, Mrs. Lois Boyd, Mrs. Betty Carson, and Miss Mary Fanlon.

A meeting of the President's Council (PJCAA) was called to order by President Irvin Kochel at 3:50 P.M. in the Faculty Dining Room. Those present were Irv Kochel, Harry Miller, Ray Miller, Charles Sewall, Ralph Jones, Paul Walter, Harold Perkins, and your Secretary. Since Secretary Steve Adler was absent, Eiche was asked to take notes for him.

The minutes were approved as corrected and distributed by the Secretary, S. A. Adler. There was no Treasurer's report. It was mentioned briefly that Jack Jaquet of York had conducted a very successful baseball tournament at no expense to the Association. New members invited to join the Association were the University of Pittsburgh at Bradford, and the New Kensington Campus of Penn State. Charles Sewall said that Allegheny Community College was interested but President Kochel says he has had no word from them to date. President Kochel says that in his two years as president a constitution has been adopted and he feels that it has worked quite well. Eligibility has been the most active problem and he estimates that he has had about a dozen phone calls concerning this area in the past two years. President Kochel announced that in line with the constitution he was only allowed to serve for two years.

At this point Roger L. Sweeting of Behrend Campus and Richard Lesnak of Robert Morris Junior College presented a report from a meeting which was held at 3 P.M. of the PJCAA Advisory Committee of which Sweeting is the chairman. This report was under the heading of "Matters to be Brought to the President's Council."

The first matter of business was the suggestion that students be allowed three years to complete two years of eligibility. Tom Traynor moved to accept the NJCAA rules on this point. The motion was unanimously passed to make this recommendation to the President's Council. After a thorough discussion of this suggestion, the President's Council approved NJCAA statements that this meant "six terms or the equivalent." This means for the academic year and does not include summer sessions. Harry Miller volunteered to send the exact wording of the NJCAA ruling so that it can be spread upon the minutes. The second recommendation of the Advisory Committee was -- what is the obligation to participate in state tournaments? The motion was made by Tom Traynor that once a team indicates it is going to participate in a tournament it must do so by a given deadline or face action by the President's Council. This motion was passed unanimously by the Advisory Committee.

After considerable discussion on this point it was suggested that the president of the defaulting institution shall explain his actions in writing to the President's Council. At this point, action will be taken by the members of the President's Council.

At this point, and before continuing with the recommendations of the Advisory Committee, President Kochel brought up three individual cases concerning eligibility. The first was a student at the Altoona Campus and the request was denied. The second concerned two students from Behrend Campus and the request was approved. The third concerned a student at New Kensington and the matter was approved if the student had not played at University Park.

Since dinner hour was almost at hand, President Kochel adjourned the meeting and asked everyone to reconvene at breakfast at 7:30 A.M. Saturday.

Dinner was served at 6 P.M. in the Jefferson Center with 195 present. Our host, President Sewall of Robert Morris, called on his administrative assistant, John T. Zebroski, who offered the following prayer -

"Gracious Lord our Heavenly Father,

"We pause to give Thee thanks for the blessings of this day and for the countless gifts which Thou dost share with us every day.

"We thank Thee for the privilege of meeting in fellowship and in exchange of knowledge. Bless us each one with wisdom and understanding, patience and love for the young people whom we teach, and guide and counsel us toward a better and a more abundant life. May our work be acceptable to Thee.

"Be Thou among us and abide with us always.

"And now, Gracious Father, we thank Thee for the food which we are about to partake. Bless it to the nourishment of our bodies as Thy ever-present love nourishes us in spirit.

"These blessings we ask and these thanks we give in Thy Holy Name.

Amen."

After a delicious dinner, President Sewall welcomed everyone to Robert Morris Junior College and said how happy he was to have so many delegates for the 25th Annual Convention of the Pennsylvania Association of Junior Colleges. He explained, briefly, the layout of the Robert Morris physical plant and then invited everyone after the evening workshops to come back to this main dining area for relaxation and entertainment in the "Pennsylvania Tavern." He then introduced the people at the head table:- Secretary Eiche, Mrs. Eiche, Vice-President Perkins, Mrs. Sewall, President Sewall, Mrs. Eddy and Dr. Eddy, our guest speaker. He announced that the President's Council on Athletics would meet at 7:30 A.M. on Saturday. He also announced that the Executive Committee of the Association would meet in the faculty dining room immediately after dinner. He also announced that our Saturday A.M. speaker, Frank Hawkins, would not be able to attend the breakfast meeting and that he would be able to be with us at our luncheon meeting. This means that the business meeting would be moved from the luncheon hour to the breakfast hour and that this breakfast hour business meeting would be a short one. At 7:30 President Sewall introduced the speaker of the evening, Dr. Edward D. Eddy, President of Chatham College, Pittsburgh, Pennsylvania.

"Our speaker this evening needs no introduction to those of us in Pittsburgh -- but, Dr. Eddy has such a long list of accomplishments in the field of education that he deserves a much longer introduction than I can give him because time will run out.

"Dr. Edward Danforth Eddy, Jr. was born in Saratoga Springs, New York. He received his B.A. degree from Cornell University in 1944, his B.D. degree from Yale University in 1946, and his Ph.D. degree from Cornell University in 1956.

"Since 1960 he has been President of Chatham College; from 1955-60 he was Vice President and Provost at the University of New Hampshire; from 1957-58 he was Director, Study and Character Development in American Colleges; 1954-55 he was Acting President of the University of New Hampshire; 1949-54 he was an Instructor in English and Assistant to the President at the University of New Hampshire; and from 1946-49 he was Associate Director, Cornell University United Religious Work.

"In 1957 Dr. Eddy had the book COLLEGES FOR OUR LAND AND TIME: The Land-Grant Idea in American Education, published by Harper & Bros., in English, Spanish and French editions. And in 1959 he had the book THE COLLEGE INFLUENCE ON STUDENT CHARACTER, published by the American Council on Eduction (3rd printing).

"Dr. Eddy also has received many honors and has belonged to many organizations -- too numerous to mention here. I know you will all join me in welcoming our speaker, Dr. Eddy."

"CURRICULA OBSOLESCENCE:FACT OR FICTION?

"Keynote speech at the Twenty-Fifth Annual Convention of the Pennsylvania Association of Junior Colleges, held at Robert Morris Junior College, Pittsburgh, Pa, October 13, 1967.

by Edward D. Eddy
President, Chatham College

"Generally speaking -- and with the acknowlegment that of course this must be qualified -- I respond to your qeustion about fact or fiction of obsolescence with a rather strong Yes. I am not sure that I like the term 'obsolete' because this assumes that education must run a continual race with the change. Instead, if you will, I prefer the adjective 'stagnant'. In far too many cases, I think we tend to teach a generation which doesn't exist except in our own relatively cloistered minds.

"It is the nature -- and the magic -- of the scholar to concentrate on his subject matter, to love it passionately and completely. It is the nature of the scholar to be somewhat withdrawn from society and from the immediacy of today. But it is not, I submit, the nature of youth. Thirty years ago higher education in this country consisted of 'preparation for life' of the elite -- sometimes intellectual but more often social and economic. Our students were those who tended to accept without question and, indeed, rather gladly, four years of prolonged adolescence in a comfortable, usually rural, campus setting.

"Today's important efforts at mass education have altered the kind of student who can be called typical. The campus -- thank God -- is no longer tranquil; it is a hot bed of serious discussion, often of controversy. Indeed, if you have a college in which there is no controversy for at least six months, you might well begin to worry about its vitality.

"The curious aspect of this transition is that, despite the vast improvement in articulation among students, many of us on college campuses continue to under-estimate youth. We do not sense their greater breadth; we fail to perceive what mobility has achieved in widening their horizons; we do not want to fact the roots of their dissatisfaction. Our campuses, therefore, are populated by a changed and changing youth who are subjected to methods and attitudes in teaching fully befitting a generation long since past.

"Now that is quite a mouthful. It is not true,of course, of many of our teachers; it is not true of many of the courses offered at the college level; but it is sufficiently true to cause us to ask some soul searching questions about the kind of education we may think is so wonderful. Has, for instance, our infatuation with numbers -- with applications and enrollment beclouded our responsibility to provide something important for every student who enters our doors? I don't know the answer in terms of junior colleges. I think I have suspicions about four-year colleges and universities.

"If you are honest with yourself, if you have a gnawing doubt about the possibility of being lost at a high speed of travel, you may be looking for a road-map in the sky. I am sorry to say that I cannot draw one for you -- and if I could, I would not. I am convinced of the great, overriding necessity of diversity among types and support in higher education. And I am too fearful that someday we will all become alike. When that day arrives, we will have killed the spark that makes American higher education so strategically unique.

"My contribution to your discussion, then, will consist of questions, not answers. The NUMBER ONE QUESTION to my mind is this: IS THE CURRICULUM REALLY RELEVANT TO THE STUDENTS WHO ARE COMING TO US TODAY? I don't mean 'relevant' in the sense that it must put the student in the spot of entering exactly the right job in exactly the right setting on the day after graduation.

"The Rockefeller Report on education had the kind of comment I am trying to reflect: "What most people, young and old, want is not merely security or comfort or luxury -- although they are glad enough to have these. They want meaning in their lives. If their era and their culture and their leaders do not or cannot offer them great meanings, great objectives, great convictions, then they will settle for shallow and trivial meaning. People who live aimlessly, who allow the search for meaning in this lives to be satisfied by shoddy and meretricious experiences have simply not been stirred by any alternative meanings.

"The Director of Student Psychiatry at the University of Wisconsin reported recently: 'An increasing number of college students who consult psychiatrists complain of vague feelings of apathy, boredom, meaningless and chronic unhappiness. Such complaints are best understood in terms of the concept of alienation. Alienation can

can be defined as an estrangement from that part of one's history and affectual life which links him to his society or family.'

"About three weeks ago an editorial entitled 'The Intellectual Ghetto' appeared in the daily student newspaper at Princeton University. Listen for a moment to what this student had to say: 'If knowledge is not relevant to the present, then it is not relevant at all. From knowledge stems opinion, from opinion, action....We are at times rash in our criticism, intemperate, rude. But we will continue to seek better answers to, and display our unhappiness with Vietnam and Detroit and the draft and poverty, because so far we have only head the bad ones...We are not haters, only doubters. We cannot start along some wide endless highway toward the Successful Life without first taking a long, critical look at what that society is all about...The hippie and the miniskirt are exhaustible frills of our generation, not its substance. The substance is forged in the college seminar as well as the picket line.'

"Is the Substance of This Generation Being Forged in Your College Classroom? Is The Curriculum Really Relevant? Of course not every college course can be a deep adventure into philosophical meaning. But it can be taught, regardless of the subject matter, as a relevant experience in learning. In 1927, Oliver Wendell Holmes wrote to a young lawyer: 'For your sake, I hope that when your work seems to present only mean details, you may realize that every detail has the mystery of the universe behind it...' Every curriculum no matter how technical, can be taught in this manner. And every student deserves at least one substance course to assist directly in questions of meaning and relevance.

"QUESTION NUMBER TWO: DOES THE CURRICULUM REALLY OPEN DOORS? We have an obligation to prepare students for the unknown future. About all we know for sure is that change is inevitable. To my mind then, one of our greatest contributions to students is to imbue them with a genuine SENSE OF ADVENTURE. Without that extra sense, one can despair in the unknown. But we desperately need men and women who will not despair, who will view change in its many forms as an exciting challenge. We cannot allow this generation to fall in love with security, as we have done. The simple truth is that a love of security only ends in an embrace with mediocrity.

"Mortimer Adler has written: 'We often think of ourselves as living in a world which no longer has any unexplored frontiers. We speak of pioneering as a thing of the past. But in doing so, we forget that the greatest adventure of all still challenges us -- what Mr. Justice Holmes called 'the adventure of the human mind.' Men may be hemmed in geographically, but every generation stands on the frontiers of the mind. In the world of ideas, there is always pioneering to be done, and it can be done by anyone who will use the equipment with which he is endowed. The Great Ideas Belong to Everyone. The junior colleges particularly, it seems to me, has the responsibility to thrust the concept into the mind and will of every student: THE GREAT IDEAS BELONG TO EVERYONE.

"But these students will not be imbued by teachers who themselves lack a sense of adventure. We can't expect students to be willing to take a risk, unless we are also willing. Bat Thresher, MIT's admissions director, has a good point

when he writes: The pressure of applications has often made for fatuous complacency among college faculties who reason if what they have to offer is so sought after, it must be very good.' I hope you see my point.

"Finally, QUESTION NUMBER THREE: HOW ADAPTABLE ARE WE? HOW FLESIBLE? Let me be quite honest here. As junior colleges, please don't make the mistake of imitating the four-year institutions. We frequently suffer from a tradition which doesn't need to bind you. I urge you, then, to be readily responsive in order to avoid that dreadful state of stagnation which can smother an institution. We don't need the quick carbon copy, the flip of the xerox.

"If your curriculum is to avoid absolescence, it means only one thing: Both the form and the function of your colleges must be flexible. Cling to the essential rationale of education: that colleges exist in order to teach students how to think for themselves. But be ready to change the method of teaching, the content of the course, and even the structure of the college. Be ready to experiment with everything, if need be, including credits, grades, courses and time squeeze.

"You have the right to ask me why I advocate such flexibility. In response, I point to only one person who ought to be foremost in every discussion at this annual meeting. I point to the individual student who is asking that you tell him what he ought to know.

"Peter Schrag wrote recently in the Saturday Review: 'The social order and the world itself demand an intellectual toughness that no school can responsibly avoid; but they also require a passionate distance, the constant awareness that this is not the best of all possible worlds, and that the function of education is to produce people who are sufficiently maladjusted -- cranks, and beatniks, poets and defectors -- to make change possible and to maintain the sanity of diversity...Education..is more than ever the last and best resource for honoring and cultivating diversity.'

"The diversity must be between and amongst us, as well as within us. I am speaking here both of the student you attempt to education AND of the kind of institution you attempt to be. When Martha Graham received the Aspen Award, she replied: 'The main thing, of course, always is the fact that there is only oen of you in the world -- just one! You came from acertain background, you were born at a certain time -- a certain instant in the history of the world. And, as such, you are unique. If that uniqueness is not filled, then something precious has been lost.'

Can you be obsolescence or stagnant under these conditions? Of course not."

"Minutes of the Fall Meeting of the Coaches Advisory Committee of the PJCAA, held at Robert Morris Jr. College, Pittsburgh, October 13, 1967

"Those in attendance were:

Jack Sparks -- Altoona
Roger Sweeting -- Behrend
Art Schake -- Bradford
Keith Smith -- Bradford
Tom Traynor -- Johnstown
Ed Sherlock -- Johnstown
Mike Mould -- Keystone
Larry Fornicola -- Keystone
Joe Rogers -- Peirce
Dick Lesnak -- Robert Morris
Jack Jacquet -- York
Neil Cohen (Visitor) - Allegheny C.C.

"The meeting was called to oder at 3:10 P.M. The minutes of the 1967 Spring Meeting were read by acting secretary Dick Lesnak, and approved as read.

"Old business was delayed so that matters might be discussed that required recommendations to the President's Council. Tom Traynor moved that we recommend to the Presidents' Council that our PJCAA eligibility rules be changed to coincide with the NJCAA rules per taining to the 'two in three' rule (two years of eligibility in a given Sport, but three years in which to complete that eligibility.). The motion was seconded and unaimously passed.

"Tom Traynor moved that we recommend to the Presidents' Council that any team which indicated intention of participating in a tournament prior to the deadline date for entires is then obliged to do so once the deadline passes or face action by the Presidents' Council for failure to do so. Motion was seconded and unanimously passed.

"Jack Jaquet moved that we recommend to the Presidents' Council that they take some positive action to encourage attendance at PJCAA by representatives of all member schools. Motion was seconded and unanimously passed.

"Tom Traynor moved that we recommend to the Presidents' Council that the host school provide all individual trophies at PJCAA tournaments, replacing the certificates used during 1966-67. Motion was seconded and passed.

"The meeting was recessed in order to carry the above recommendations to the Presidents' Council. It was reconvened at 4:30 P.M.

"It was announced that Bradford and New Kensington are new members of the Western Division of PJCAA.

"A discussion followed of means of notifying league members of the latest results of games played. It was moved by Tom Traynor that scores of all contests played by a member school in all sports be mailed to John Doyle no later than Monday morning of the following week, and that John Doyle be directed to compile the reported scores and return a score sheet to all member schools that same week. The motion was seconded and passed. Post cards already stamped and addressed to the Secretary, will be provided to all member schools to help facilitate this process.

"Following discussion of the problem, Jack Jaquet moved that a letter be sent to Commissioner of Eligibility for the NJCAA, Herbert Bolerjack, describing in detail the quarter system and appealing for a special ruling on the 10 credits required per term eligibility rule. The motion was seconded and passed.

"Discussion turned to tournament dates for the 1967-68 PJCAA tournaments. It was moved, seconded, and passed that no PJCAA soccer tournament be held in 1967. It was decided that a recommendation be made to the Presidents' Council that an open soccer tournament be held in 1968 on Friday and Saturday, November 1 and 2, and that Johnstown be placed in the Eastern Division for purposes of pairings for this tournament. Names of Eastern Division teams will be placed in one 'hat', names of Western Division teams in another, so that first-round games would match East vs. West. Altoona Campus agreed to host such a tournament, if approved by the Presidents' Council.

"The PJCAA State Basketball tournament has been set for February 23 and 24, 1968; the site will be the home of the Eastern Division Winner. It was noted that Valley Forge Military Junior College has informed other Eastern Division teams that it will not participate in basketball this year.

"It was agreed to make the wrestling tournament a one day affair this year, and until more teams are enteres in future years. Behrend will host this year's tournament (unless DuBois' new facilities are available and they want to host) on Saturday, February 24, 1968. It was further agreed that both basketball and wrestling will alternate between Western and Eastern Divisions in future years, one tourney to be held in each division in any given year.

"Altoona has agreed to host the 1968 State Baseball Tournament on May 17th and 18th, 1968. This will again be an open tournament, with the entry deadline April 1st, as agreed upon last year.

"Keystone Jr. College will host the 1968 State Golf Tournament on Monday May 13, 1968, so that a practice round may be played on Sunday. The alternate date is Friday, May 10th, if arrangements cannot be made to use the course on May 13th. Entry deadline date is April 1st.

"Altoona has agreed to host an Invitational Tennis Tournament on May 17th and 18th in conjunction with the baseball tournament. It was felt by the group that a State Tournament would not be official, because fewer than four teams have a full schedule of matches for their tennis players. All member schools may enter individual players in this tournament without sending a full team.

"The meeting was recessed for dinner at 5:50 P.M.

"The meeting was reconvened at 8:10 P.M.

"Discussion was held regarding the participation of Robert Morris in the Western Division of the basketball league. They will not participate during the 1967-68 season because of schedule committments. At the spring (basketball)

meeting in 1968, they will render a decision on their wishes to participate in the 1968-69 basketball league, so that games may be scheduled with them by all league opponents if they decide to re-enter league basketball play.

"The following dates and sites were set for 1938-69 PJCAA State Tournaments at the urging of all athletic directors present, in order to facilitate planning and scheduling:

Basketball -- February 21-22, 1969, at site of Western Division Champs.
Wrestling -- February 21-22, 1969, at Keystone Jr. College. (February 22 only, if number of teams entered remains small.
Baseball --- Johnstown will host the tournament, tentatively May 16-17; date will be firmly established at Spring meeting.
Tennis ----- Johnstown will host a tennis tournament in conjunction with the baseball tournament.
Golf ------- York Junior College will host the tournament, on a date to be firmly established at the Spring meeting.

"The meeting was adjourned at 9:45 P.M.

"Respectfully submitted,
"Richard Lesnek
"Acting Secretary

"John Doyle
"Secretary"

"To: Athletic Directors of PJCAA member institutions
From: John Doyle, Secretary, PJCAA Coaches' Advisory Committee
Regarding: Reporting of scores of games.

"I have enclosed stamped post cards addressed to me. At the end of each week, put the scores for all the games you have played that week in all sports on the card and drop it in the mail. Sometime the following week I will try to have these scores compiled and returned to you.

"Below are all the scores I have to date in soccer

DuBois 2 Fredonia St. 4
DuBois 2 Behrend 5
Johnstown 1 Pitt Frosh 1
Johnstown 10 Altoona 4
Bradford 2 Behrend 0
DuBois 0 Lock Haven Frosh 4
DuBois 3 Altoona 2
DuBois 0 Fredonia State 1
Behrend 2 Buffalo State Frosh 4
Behrend 0 Lorrain (Ohio) CC 5
Bradford 4 Altoona 1"

"Dr. Peterson stressed seeing -- 'visual, visual, visual.' Spelling is not a basis for grading in college English.

"Industry is dismayed at the inability of our college grads to write.

"Dr. Peterson showed and discussed examples of stressing certain points to a class. He showed transparencies with separate words in different colors, which he emphasized.

"Dr. Peterson feels every college should have an adequate supply of overhead projectors for use by the faculty. 'A projector in every room.'

"Dr. Peterson discussed and showed his teaching system, using the overhead, which is sold in 'book'form sets for use by composition instructors in colleges.

"Dr. Peterson discussed parts of speech, spelling, pronunciation, use of words, sentence structure -- all taught by use of overhead projector and his 'sets.'

"Some of Dr. Peterson's classes have actually applauded after class. As we did!"

SOCIAL SCIENCE DISCUSSION GROUP

The following 22 people attended the Social Science Discussion:

Mrs. Donna C. Jennings	Robert Morris Junior College
Harold Kimmins	Robert Morris Junior College
Nancy Joan Myers	Robert Morris Junior College
Velma Koleszar	Peirce Junior College
Mary Celine Boyer	Robert Morris Junior College
Joseph C. Bloh	Harcum Junior College
David Alexvick	York Junior College
Richard E. Coulter	York Junior College
Regis E. Podolak	Robert Morris Junior College
James R. Thompson	Northampton County Area Community
Norbert K. Pietrzak	Robert Morris Junior College
Charlotte K. Gotwald	York Junior College
Dale Patrias	Robert Morris Junior College
Angelo J. Tierno	Robert Morris Junior College
Roger B. Saylor	Capitol Campus, Pa. State University
Edgar F. Racey	Capitol Campus, Pa. State University
Doris Arend	Robert Morris Junior College
Mary Louise White	Robert Morris Junior College
Sarah K. Rohrer	Robert Morris Junior College
William A. Kelly	Robert Morris Junior College
Theodore P. Sturm	Robert Morris Junior College
John P. Mazzola	Robert Morris Junior College

Immediately after dinner members went to the five workshops in English, Social Science, Transfer Programs, Business Management, and Counseling.

ENGLISH WORKSHOP

The following 28 people attended the discussion group on English:

Ronald J. Horvath	Lehigh County Community College
Christine Trombetta	Robert Morris Junior College
JoAnne Lovas	Robert Morris Junior College
P. Anestis	Robert Morris Junior College
A. Wehner	Robert Morris Junior College
Irene Porter	Robert Morris Junior College
Judith A. Oliver	Robert Morris Junior College
William C. French	Robert Morris Junior College
Van R. Baker	York Junior College
Mary Ann Parks	Robert Morris Junior College
Thomas A. Marshall	Robert Morris Junior College
Fred C. Smith	York Junior College
Adele R. Curran	Harcum Junior College
Eugene Heide	New Kensington Center, Pa. State University
Richard Cavanaugh	Harcum Junior College
Jack G. Zubrod	Altoona Campus, Pa. State University
Sister M. Pauline McDermott	Mt. Aloysius Junior College
Caroline Daverio	Shenango Valley Campus, Penn State
Arthur Hanna	Valley Forge Military Junior College
Mary Jane Hook	Northampton County Area Community College
Gabe Menkin	Robert Morris Junior College
Roger B. Gillan	Robert Morris Junior College
Robert Flanyor	Robert Morris Junior College
Marilyn Hala	Shenango Valley Campus, Penn State
Evelyn Halpern	Shenango Valley Campus, Penn State
Newell Campbell	Robert Morris Junior College
Thelma A. North	Peirce Junior College
T. J. Hamilton	Peirce Junior College

"The Lecture-Lab-Technique for Teaching Composition" --
Dr. Edwin L. Peterson, University of Pittsburgh

"Use of overhead projector ideal for all sized classes which are large. Dr. Peterson has used this technique for classes as large as 400 and more! -- with no attention problem. Anything projected on a screen is more interesting. 'The modern generation, I think, is wedded to a screen.' Advantage of facing class with overhead projector. Diversity in color by means of differently-colored transparencies.

"Dr. Peterson discussed various methods which make this approach to teaching more interesting for the class, such as limited and gradual showing of transparencies, writing, typing or printing of transparencies.

"First Work Session, Social Science

"Chairman: Dr. John P. Mazzola, Robert Morris Junior College
Speaker: Dr. Robert Morris, Indiana State University
"Obsolescence in Social Science Curriculum"

"Dr. Mazzola introduced the speaker by defining the purpose of this work session as a continuation of Dr. Eddy's keynote address as it specifically applies to the social sciences.

"Dr. Morris identified three factors which contribute to curriculum obsolescence in the social sciences as follows:

"1. Chronological obsolescence or, to use a term more readily comprehended, knowledge explosion is a reality with which the social scientists must cope. As we are in an era of specialization, the student must pick his are of concentration early in the learning program; and he is taught specific facts instead of generalizations and broad applications of these facts. This results in an inescapable contemporary lag. When the facts are covered in detail chronologically, there is not time to teach what is going on in the world today. Is specialization the solution to the knowledge explosion?

"2. There is a lag in the development of interdisciplinary courses caused in part by administrative organization. The social sciences should be taught in relation to and blended with other subjects.

"3. There is a need for an international curriculum; that is, United States history should be taught as part of international development. The curriculum must go beyond the limited scope of nation or state or community.

"In summary Dr. Morris suggested that we get into a habit of constantly evaluating our curriculum and initiating changes rather than allowing our past educational experiences to be our guide.

"A discussion period followed during which reference was made to a current article which urged that traditional methods of fact-teaching be abandoned and a method be developed to teach sources and the exploitation of them as the means of teaching the values of the social sciences.

"Another idea expressed was that present-day problems be presented to all age groups, adapting the language to each specific age group. If this method were introduced at the elementary legel and consistently used at all succeeding levels, the student truly would be trained in problem solving and would be able to contribute substantially to the solution of his generation's problems.

"Is the interdisciplinary movement a passing fad? In response many comments were made on the progress being made in structuring interdisciplinary courses, and examples were cited of trends toward interdepartment cooperation."

TRANSFER PROGRAM DISCUSSION GROUP

The following 24 people attended the Transfer Program Discussion Group:

James McMullen	Robert Morris Junior College
Fred Smith	Robert Morris Junior College
Angel Mistro	Robert Morris Junior College
Myles J. Anderson	York Junior College
Maury Eggers	Community College of Beaver County
C. F. Myer	Northeastern Christian Junior College
T. M. Peirce	Peirce Junior College
C. R. Kay	Pa. State University
C. B. Groff	Peirce Junior College
W. M. Slygh	Capitol Campus, Pa. State University
Claude L. Gates	Community College of Delaware County
Frank G. Pennypacker	Peirce Junior College
Regina V. Tauke	Northampton County Area Community
Mrs. Irene E. Lovett	Ellen Cushing Junior College
Paul C. Gianini	Northampton County Area Community
Francis C. Mulvaney	Peirce Junior College
Charlotte Mastellar	Luzerne County Community College
Sister Mary Urban, R.SM	Mount Aloysius Junior College
Betsy Richwine	York Junior College
F. A. Defini	Robert Morris Junior College
E. B. Shaffer	Butler County Community College
G. L. Bernlohe	Butler County Community College
James L. Grace	Harcum Junior College
James P. Murphy	D.P.I., Bureau of Community Colleges

"Transferring to a Four-Year Institution"
Mr. Bernard Kobosky, Director of Admissions, University of Pittsburgh
Mr. Bernard Smith, Director of Admissions, Duquesne University
Mr. Kenneth Wenger, Director of Admissions, Carnegie-Mellon University

"Mr. Smith - Duquesne University --
"Developed curriculum committee to analyze core curriculum for transfer students.
"Applicant given a blanket acceptance.
"Working to make transition as fluid as possible. Switeched from core to are or service curriculum to provide better transition to senior college.
"Criteris for admission depends upon major.
"Bring his college catalog with him.
"'C'or better requeired if it is what Duquesne offers.
"More than 250 transfers at Duquesne this year."

"Mr. Kobosky - University of Pittsburgh --
"Recognition of transfer problems and situations.
"Problem at Pitt -- number of students.
"Admission Department reorganized to control and process transfers. Works closely with Deans of Schools.
"Critical problem at Pitt -- space.

"Increased freshman applications 101%.
"Transfer applications tripled this year at Pitt.
"Admit transfers only to Liberal Arts Program -- except Education, Pharmacy, and Engineering.
"2,070 freshmen this year at Pitt.
"Most transfers back to Pitt or Pittsburgh is economic factor.
"Average Quality Point Average -- 2.8 from mostly transfers from four year colleges to Pitt.
"Require 2.5 Quality Point Average for entrance.

Walt Slygh - Penn State Admin. Director
"Same problem as Pitt -- lack of housing facilities.

"Mr. Kobosky -- many good mid-western universities and colleges lack entering freshmen this fall. Many students won't leave home area for transfer.

"Walt Slygh -- visited ten 2-year institutions, talked to over 500 students; not one half of students requesting transfer. Socio economic background of students at two year colleges such that students seek a college for transfer because of costs.

"Transferring with Associate Degree or without a degree.

"Smith - Duquesne -- makes no difference if he does or does not have a degree.

"Kobosky - Pitt -- says from the non-credited junior colleges or community colleges Degree, Yes -- from accredited, well-established junior colleges, degree not needed.

"Walt Slygh - Penn State -- Degree or not - same as Pitt. At Capitol Campus, admitted as a junior -- does not accept credits -- must have the associate degree.

"Walt Slydh -- Terminal Career Programs. Connotation is dangerous. Do you have two programs at your school? Terminal people must be in same set-up as transfer people. Get prospective transfer people out of terminal program into transfer program as soon as possible.

"Kobosky - Pitt - College Board Management meeting in Chicago next week. One more criterion for admission will be the College Level Test. Three centers in State - Pitt, Temple, and Muhlenberg. Four year institutions will require transfer people to take College Level Test.

"Question: Would these four year schools require their own sophomores to take this test for junior standing?
"Kobosky -- No.

"Enrollment limit at Capitol Campus in Harrisburg - - 364 students from 56 colleges.

"Pitt awarded no housing to any transfer people this year. Most transfer people to Pitt are local.

"Walt Slygh - Bachelor of Technology degree in Engineering at Capitol Campus is a practical approach to engineering -- not theoretical title of degee not as important as the transcript interpretation.

"Junior College Transfer student should make an application the third semester to a senior college, followed by a final transcript at end of fourth semester -- possibly around December prior to September entrance.

"Sequencial Course - 'D' grade first term and 'B' second term -- he gets his six credits. The opposite - 'B' - 'D' -- must repeat the second semester. Pitt and Duquesne -- 'D' not transferred to Duquesne in sequencial subject areas -- must repeat 'D' course. Most four year colleges would eliminate a low grade in sequencial subjects transferred -- like drop off the 'D' in a 'D' 'B' resultant for two semesters."

BUSINESS MANAGEMENT DISCUSSION GROUP

The following 28 people attended the Business Management Discussion group:

E. E. Bucher	Robert Morris Junior College
Roger R. Soisson	Butler County Community College
William F. Costello	Harcum Junior College
Patricia S. Shatzer	Altoona Campus, Pa. State University
C. F. Schwobel	Marathon Oil Company
David S. Shatzer	J. E. Williamson Co, Bellwood, Pa.
Robert L. Burgunder	Robert Morris Junior College
Wiliamm B. Hazlett	Robert Morris Junior College
J. B. Mawhinney	Robert Morris Junior College
Raymond F. Perfect	Robert Morris Junior College
Michael Danko	Robert Morris Junior College
William M. Lewis	Robert Morris Junior College
Robert Shuman	Berks Center, Pa. State University
James H. Abbott	Marathon Oil Co.
William J. Wentz	Beaver County Community College
Ray A. Miller	York Junior College
Frank T. Kohut	Robert Morris Junior College
Jon A. Shank	Robert Morris Junior College
Eugene J. Kraz	Community College of Delaware County
Sister Mary Anastasia	Mount Aloysius Junior College
Rose Ann Bryce	Robert Morris Junior College
Hugh M. Barclay	Fayette Campus, Pa. State University
L. G. Thomas, Jr.	Robert Morris Junior College
J. T. Rogers	Peirce Junior College
W. H. Hurst	Peirce Junior College
R. W. Lott	Northampton County Area Community
Edward McNutt	New Kensington Center, Penn State
Andrew Jackson	York Junior College
Helen Mullen	Robert Morris Junior College

"Meeting: 'What Industry Employers Expect from Junior College Business Graduates'
"Time: Friday evening, October 13, 1967.
"Panelists: Robert H. Madison, Diamond Alkali Company, Cleveland, Ohio
Albert F. Goldsmith, Marathon Oil Company, Findlay, Ohio
"Moderator: E. A. Weisser, Jr., Robert Morris Junior College

Q: What about the executive drop-out -- he has reached a plateau -- no further advancement -- has industry done anything to help this type?

A. (Madison) Diamond Alkali has set up a system of performance reviewers -- to rate men against standards, which the employee himself has helped to establish. Supervisory assistance is offered to determine whether a man should be given special attention and consideration to develop his potential -- such as further education. More work needed in this area.

Q. Could you give us a brief run-down on the kind of jobs your company offers junior college graduates?

A. Goldsmith - At the moment, accounting majors only, but we are beginning to give special attention to marketing and management majors, and we are working directly with Robert Morris Junior College on this angle.

Lack of a senior college degree may still be a hindrance to advancement -- but there is ample opportunity for entrance into our company for qualified junior college graduates.

Q. I am a counselor to junior college students. What courses -- or areas -- would you recommend that these students take? What courses are they deficient in?

A. (Madison) Deficiencies:

1. An understanding of the basic free enterprise system -- the role of profit -- basic economics.
2. Lack of communication ability -- they are verbose, wordy, unclear -- too lofty.

A. (Goldsmith) I echo the same deficiencies emphatically -- they write as though they were presenting a Master's thesis instead of an office memo.

A. (James Abbott, Marathon Oil Co.) I put communication ability <u>first</u>, both oral and writing -- economics second. Almost equally important is a sense of maturity, the ability to act independently, and to have empathy for people.

A. (Madison) This ability to communicate and deal with people is something that should be incorporated in <u>all</u> courses -- not just specific areas.

Q. Market and management students are more readily accepted by retail establishments for training than by other areas in industry. For example, why can't a third semester accounting major be given a chance for "on-the-job" training in industries who would use his talents.

A. (Madison) This arrangement sounds feasible -- we just never have gone into such a program with a junior college.

A. (Abbott - Marathon Oil Co.) We do some of this in office or clerical programs. But, remember, cost-wise, we have to fill a desk for eight hours. This means one trainee for eight hours, or two for four hours work -- etc. Such programs are difficult to schedule.

Q. Which would you hire more readily, the technically oriented graduated, or the more generally educated graduate?
A. (Madison) We would hire, in accounting, the accounting graduate; but in sales we will take the graduate of the general business program.

Q. In the short span of time we have students we can hardly do more than give them an attitude toward learning; we can't prepare them for the specific needs they will meet on the job.
A. (Madison) Yes, one of the factors desirable in new employees is a desire for growth and we will give consideration for those who express a desire for more growth, more education, etc.

Q. Industry says they want well-rounded grads, but they hire the technical graduates.
A. (Madison) I don't think its an "either-or" proposition. There can be a blend of the two.

Q. Do you give tests?
A. (Madison) No. But depth interviews and contact with the school authorities.

Q. Emphasis on grades in an initial interview for a job: How important do you consider grades?
A. (Madison) We're interested in grades, but more importantly, why did or how did the man get the grades? How is his potential as compared with the grades he has gotten? Has he extended himself to get the grades he's gotten or has he coasted? What has been his involvement in extra-curricular activities?

Q. What is industry looking for in a secretarial graduate?
A. (Abbott) Is the job important to the girl? Or is it just something to do to collect a paycheck? There are definitely career opportunities for girls who really want to work toward them

Comment: This exchange of ideas -- from industry to the educators -- is very valuable. I think this is the most rewarding outcome of this meeting.

COUNSELING DISCUSSION GROUP

The following 28 people attended the Counseling Discussion group:

Mrs. Brenda S. Hansen	Robert Morris Junior College
Mrs. Evelyn Watson	Robert Morris Junior College
Jack Burger	Lehigh County Community College
Harold A. Garrison	Eastern Pilgrim College
W. Frederick Foore	Peirce Junior College
Walter H. Milinski	Robert Morris Junior College
Jack V. Balderson	Robert Morris Junior College
Charles W. Callahan	University of Pittsburgh at Bradford
Joseph D. Piorkowski	Community College of Delaware County
A. W. Climenhaga	Messiah College
Anna E. Climenhaga	Messiah College

R. L. Smith	Altoona Campus, Pa. State University
Anthony J. Meta	Beaver Campus, Pa. State University
Roger B. Lindeman	Beaver Campus, Pa. State University
Lou Bender	D.P.I., Bureau of Community Colleges
Ardath Nelson	Mt. Aloysius Junior College
Helen E. Nolan	Harcum Junior College
Eugene F. Hilton	Fayette Campus, Pa. State University
John A. Bender	New Kensington Center, Penn State
Bruce E. Smith	Robert Morris Junior College
Patricia Warchock	Robert Morris Junior College
Nancy Malley	Robert Morris Junior College
Wilma E. Johnson	Robert Morris Junior College
Gladys M. Shawwicker	Robert Morris Junior College
Mary B. McKune	Robert Morris Junior College
Marjorie Amick	Robert Morris Junior College
Mrs. Robert Eiche	Altoona Campus, Pa. State University
Mrs. Charles L. Sewall	Robert Morris Junior College

"New Techniques in Counseling"

Dr. Charles Ruch, University of Pittsburgh
Dr. Patrick Malley, University of Pittsburgh

"Dr. Malley: Concept of counseling at University of Pittsburgh (their conception)

"Schools have 'focused in' on scholastic and intellectual development. Counseling area feels emotional area too should be considered.

"(Blackboard illustrations were given to expand this point.) Counselors tend to work too much with 'potential' and don't look into what is in the 'real world.' Get into the situation and realize the limitations involved. Get the outside and inside people together to work on the situation.

Dr. Ruch: Discussed what happens developmentally in late adolescence. Certain experiences are unique to junior college students (this age group).

1. Competence with intellect
   Competence with social sense
2. Management of emotions comes to the fore.
3. Freeing of interpersonal relations
4. Development of purpose, personal integrity, self identity (important one), and personal autonomy.

"Counselors need to spend time outside their office and 'in the environment.' At junior college level counselor needs to be counselor and consultant.

"Uniqueness counselor has to offer in dealing with people:

1. skills in analyzing group and individual behavior.
2. poetential to enter into consultation with faculty about 'nature of the beast' counselor is dealing with.
3. offering to faculty opportunity to realize the impact they have in dealing with a person.

4. impact administration has -- dorm arrangements, etc.
5. group meetings in dormitories with students -- outside office in 'real world'.

"Take a long hard look at counseling function. Might rather than to try to cure them become a facilitator of effective referrals. If a student needs psychiatric help -- be able to administer effectively this transition process. Follow up and see him later on.

Training -- of counselors at University of Pittsburgh:

1. heavy interdisciplinary emphasis.
2. programs to offer counselor background to counsel and consult.
3. full-time students only are accepted for counseling at Ptt -- group emphasis.

"Our role is two-fold:

1. look around and find people to go into counseling.
2. junior colleges needs to realize an internship counselor has definite benefits for junior college. This must come out of junior college budget rather than university training these people -- excellent method of training people for the junior college level.

"Questions and Answers:

"Q. Explain new grading system at Pitt (relating to graduate program and those people going into doctorate program). Faculty at Pitt gets together and gives the candidates their grades at the end of their program.

A. Candidates are kept posted of their position -- not on a grade basis however. This is done as they progress through their programs.

Problem being faced at University of Pittsburgh -- grades made by counselors aren't important -- is he competent or isn't he. This question asked by schools doing the hiring. Pitt feels quality should be constant -- time an individual takes depends upon his ability to grow and proceed.

"Q. Counselor going from academic to therapeutic counselors. Is this our true role at junior college level?

A. We now work with aggregate environment and effect totality of learning environment both intellectually and emotionally. We do function more broadly than just counselor area.

"Q. What happens when a student comes to us (as teachers) with this 'who am I situation?'

"A. There are unknown situations. Try to bring togehter all concerned -- teacher, counselor, parent, etc. to attempt the solving of the situation. Teacher could take initiative and attempt to discuss this with the student -- consult counselor also.

"Q. What are some new techniques of junior college faculty might use in dealing with our students?

"A. Nothing immediate -- sort as they fit situation:

a. Through administrative cooperation faculty gets togehter for discussion of mutual student problems.

b. bring in resource people
c. counselor working with this and making some decision
d. individual discussions with teachers
e. meeting with groups of students
f. sitting in on faculty committees with an eye to growth and development of students.

"Comment by observer -- so often we have lack of communication among faculty, counselor, and administration. Informal discussions with faculty may give counselors an abundance of information and observations."

The Executive Committee met at 8:15 P.M. with President Sewall chairing the meeting, and the following members present:- John Aulbach, Michael Duzy, Ralph Jones, Frank Kostos, Harry Miller, Vice President Perkins, and the Secretary. President Sewall said that the past presidents plaques had arrived via Harold Perkins and that they would be presented at the Saturday noon lunch. Also that Mr. Pettibon of PSEA had asked for two minutes to announce his forthcoming meeting at Harrisburg at the luncheon meeting.

The first order of business was the application from the Capitol Campus to become a sustaining member of the PAJC. It was moved by John Aulbach and seconded by Harry Miller that we admit the Capitol Campus to membership and the motion was passed unanimously. Vice President Perkins then submitted a bill for $75.05 for the seventeen past-president plaques. It was moved and seconded that the Secretary pay this bill and carried unanimously. President Sewall then asked approval to give gifts of clock-radios to President Eddy and Mr. Hawkins -- moved and passed unanimously. Also, he said that Robert Morris was presenting a Pen and Pencil set to each workshop discussion leader or panelist who came from outside the Association. In spite of President Sewall's protests, it was moved, seconded, and passed unanimously that this should be an Association and not a Robert Morris expense.

Irvin Kochel made a brief report of the afternoon session of the PJCAA President's Council.

President Sewall then reported that several colleges have volunteered their campuses for the 1968 Annual Convention, but we have been to all of them before except one. Therefore he recommended w go to the Capitol Campus of The Pennsylvania State University October 11 and 12, 1968. Moved, seconded, and approved unanimously.

Harry Miller made a brief report on the Nominating Committee and discussed reasons for the "choices" made.

It was also mentioned here that two members of the Auditing Committee could not attend and that the report would be made by Chairman Walter Kearney, of the McKeesport Campus of The Pennsylvania State University and Mr. Frank T. Kohut, a C.P.A. from Robert Morris Junior College.

The meeting adjourned at 10:15 P.M. and all members partook of the wonderful food, refreshments, music and dancing of The Pennsylvania Tavern. (Robert Morris personnel had converted their main dining room into a most attractive "Pennsylvania Tavern").

An excellent breakfast was served cafeteria style from 7:30 to 8:15 in the Jefferson Center. Immediately after breakfast the President's Council of PJCAA reconvened in the Faculty Dining Room with Irvin Kochel presiding and the following members present: Thomas Peirce, Paul Walter, Charles Sewall, Ralph Jones, Harry Miller, Mr. Callahan from the Pitt Campus at Bradford, Ray Miller of York, Vice President Perkins, and your Secretary. It was agreed that soccer would hold a championship in the 1968-69 season and it was suggested that the best team in the east play the best team in the west as determined by the Coaches Advisory Committee. Ray Miller of York asked for more "lead time" from coaches. In other words, he feels that we should act on suggestions at our Annual Convention passed by the Coaches at their Spring meeting -- but not on ones "passes" the same day. It was also suggested they meet several hours ahead of our meeting. Concern was voiced about the growing imbalance between East and West. This must be studied by all our member colleges.

At the Saturday morning business meeting President Sewall introduced the Executive Committee members -- all were present except William Schrag of Temple.

There was no old business. Dr. Walter A. Kearney of the McKeesport Campus of Penn State then made the following repofr for the Auditing Committee, made up of himself and Frank T. Kohut, CPA of Robert Morris Junior College.

"PENNSYLVANIA ASSOCIATION OF JUNIOR COLLEGES
TREASURER'S REPORT
FOR THE PERIOD OCTOBER 15, 1966 TO OCTOBER 14, 1967

Balance, October 15, 1966		$2,713.52
Receipts		
Dues, 1966-67	495.00	
Luncheon and Ticket Sales	785.05	
Interest earned on investment	92.04	1,372.09
		$4,085.61
Disbursements		
Postage and bank service charges	78.83	
Stationery and Printing	112.30	
Executive Committee Meeting Expenses	36.15	
Meals, Annual Meeting	956.58	
Speakers	192.60	1,376.46
		$2,709.15
Balance on deposit in Mid-State Bank 10-14-67		338.12
Investment in Columbia Savings & Loan Association 6/30/67		2,371.03
		$2,709.15

AUDITING COMMITTEE CERTIFICATE

"The financial accounts of the Association for the period October 15, 1966 to October 14, 1967 as presented by the Treasurer have been audited and have been found in order. We certify that the above is a correct statement of the receipts and disbursements of the Association for the same period.

Date Oct. 14, 1967 /S/ Walter A. Kearney Chairman

/S/ Frank T. Kohut, C.P.A."

Irvin Kochel moved, Fred Smith seconded that the Report be received and printed in the Annual Report. Motion passed unanimously.

President Sewall then said that the Executive Committee recommended that we hold our 26th Annual Convention at the Capitol Campus of The Pennsylvania State University on October 11 nad 12, 1968. Harry Miller moved, Harold Perkins seconded and the motion passed unanimously.

President Kochel then gave a brief report of the meeting of his Council and announced the following officers:-

President -- Harry Miller, Keystone Junior College
Vice President -- Paul Walter, University of Pittsburgh at Johnstown
Secretary-Treasurer -- Louis Ullery, University of Pittsburgh at Johnstown
Board Members:
Irvin Kochel, Behrend Campus, The Pa. State University
Ralph E. Jones, Valley Forge Military Junior College

Harry Miller, President of Keystone Junior College then reported, as Chairman of the Nominating Committee -- made up of Dr. Louis Bender of the Department of Public Instruction and Henry Herring, Director of the Schuylkill Campus of The Pa. State University -- as follows:

President - Dr. Harold W. Perkins, Berks Campus, Penn State
Vice-President - Dr. Ray Miller, President of York Junior College
Secretary-Treasurer - R. E. Eiche, Altoona Campus of Penn State.
New Board Members:-
Past President Charles Sewall
Dr. Joseph P. Giusti, Director of Beaver Campus of Penn State
both to serve until 1970.

Paul Walter moved, Irvin Kochel seconded, and the report was accepted unanimously.

Harry Miller then reported briefly on a new liaison committee for Private Colleges made up of nine college presidents, nominated by P.A.C.U. He is our only Junior College representative. They have met four times to date, twice with the Council of Higher Education. Their primary function is to keep this council informed. To date they have discussed:-

1. Continuing Scholarship and Loan Programs.

2. That the proposed limit on scholarships (to be matched by loans) be defeated.
3. Some assistance -- capital improvements -- at private college campuses.
4. Need for power and authority to control new institutions of private and public colleges.

He also reported that P.A.C.U. had opened "admissions" to Junior Colleges and that our first four members would be Keystone, Valley Forge Military, York, and Mount Aloysius.

At 9:30 A.M. the members went to the five workshops in Secretarial, Mathematics, Administration, Physical Education, and Fine Arts.

SECRETARIAL WORK SESSION -- 9:30 to 10:45 A.M.

The following 21 people attended the Secretarial work session:-

Velma Koleszar	Peirce Junior College
Roger R. Soisson	Butler County Community College
Jon A. Shunk	Robert Morris Junior College
A. Wehner	Robert Morris Junior College
Helen Mueller	Robert Morris Junior College
Thelma A. Worth	Peirce Junior College
Irene E. Lovett	Ellen Cushing Junior College
Sarah Rohrer	Robert Morris Junior College
William F. Costello	Harcum Junior College
Gene Bucher	Robert Morris Junior College
Sister Mary Urban, R.S.M.	Mount Aloysius Junior College
Sally Ramage	Robert Morris Junior College
William M. Lewis	Robert Morris Junior College
Christine Trombetta	Robert Morris Junior College
Evelyn Watson	Robert Morris Junior College
Gladys M. Schauweher	Robert Morris Junior College
Wilma E. Johnson	Robert Morris Junior College
Mary B. McKune	Robert Morris Junior College
Marjorie Amick	Robert Morris Junior College
William Hamilton	Peirce Junior College
Rose Ann Bryce	Robert Morris Junior College

"Focus of Practice in Business Skills" - Dr. Robert L. Grubbs, Vice-President, Robert Morris Junior College

"Dr. Grubbs introduced by Mr. Eugene L. Bucher, Chairman of the Department of Secretarial Administration of Robert Morris Junior College.

"Dr. Grubbs began by inviting questions as the presentation would be given. The focus of practice in Shorthand and Typing with English as the foundation should aim toward usable transcripts.

"Four objectives were stated, as follows:

1. Production from the start.
2. Efficiency at the desk - materials handling -- making English drills functional.
3. Using production count as a challenge.
4. Taped routine.

"Discussion of production as follows:

1. Production - a way of doing things -- a method rather than a series of problems. Therefore, production can start right at the beginning.

   PT (Production Time) SLAM (Standard lines a minute)

   Line 20"

   with SLAM or production time 3 determined by the number of words a minute the students are striving for.

   Formula: $\frac{\text{words in line}}{\text{desired rate}} \times 60 =$ seconds per line to determine number of seconds per line.

"Accustom students to counting lines in something other than specific word counts. Example: Typing a 70 space line would be a 14 word line, rather than a 70-space line; typing 5 lines would be 70 words. Round off number of words to a round figure -- as calling an 84 an 85 -- and 87, 90, etc. Use any material -- let the students stroke count it. They just set their margins for a given-word line count; then they can use any material as typing copy. Specific word counts are not that important.

"Production work should be completed and the students given their individual time needed to finish the job -- not done for -- say ten minutes -- and then handed in, finished or unfinished. The students, being given their individual time will divide the time into total words to get rate of words typed per minute. At the next timing, the students would try to reduce their production time and increase words a minute.

"Students keep 3 notebooks, used as follows:

1. Class drill -- transcription.
2. Homework notes.
3. A Friday notebook. In this, keep an index page with dictation material numbered. This material will be used for transcription.

"Break down transcription into 3 phases: A, B, C.

Transcription much more difficult than we realize.

Example: "A" in shorthand is sometimes the letter 'a' and sometimes it's an 'I'.

In phase A there is no typing of shorthand, but rather typing of straight copy.

"The transcription class is not the place to build speed; it is the place to get the students to use the speed they have. They build typing speed in typing class; in transcription class they aim to get as close to their typing speed as possible. In their Friday, or third notebook they record the number of words in each dictation given. Then when typing, or transcribing, it they aim for speed goals which they themselves set for themselves. Inspire students to strive for a given goal, according to their ability. Example: move horizontally to increase line length in the same span of typing time -- from a 12 word line to a 14 word line in the same amount of time.

"Typing for control -- achieved by a mental attitude. Take charge of your typewriter. 'Command-type' drills will help achieve control. Extend the duration of these drills as students progress. It is basically a concentration skill. Example: a student typing 36 words a minute is challenged to type in control at 36 words a minute for 6 seconds; then 10 secons; 13 seconds; 17 seconds; 20 seconds. Keep extending the time."

MATHEMATICS WORK SESSION

The following 22 people attended the Mathematics Work session from 9:30 to 10:45A.M.:

Sister Mary Anastasia	Mount Aloysius Junior College
F. A. Defino	Robert Morris Junior College
Regina Tauke	Northampton County Community College
Jack Burger	Lehigh County Community College
Claude Gates	Delaware County Community College
Maury C. Eggers	Beaver County Community College
William J. Wentz	Beaver County Community College
Harold A. Garrison	Eastern Pilgrim College
W. M. Slygh	Capitol Campus, The Pa. State University
Roger B. Saylor	Capitol Campus, The Pa. State University
Ralph E. Jones	Valley Forge Military Junior College
William A. Kelly	Robert Morris Junior College
Betsy Richwine	York Junior College
Fred C. Smith	York Junior College
Anthony F. Land	Schuylkill Campus, Penn State
Samuel V. Bohink	New Kensington Campus, Penn State
Dale Louis Perinetti	Robert Morris Junior College
Marilyn Hala	Shenango Valley Campus, Penn State
Bruce E. Smith	Robert Morris Junior College
Francis C. Mulvaney	Peirce Junior College
W. H. Hurst	Peirce Junior College

"Junior College Preparation for Transfer to a Four-Year Institution"
Mr. James Mettler, Schuylkill Campus, The Pennsylvania State University
Dr. Allan Bryson, University of Pittsburgh

"Mathematics

"I. Introduction of speakers by Dr. Norbert K. Pietrzak, Robert Morris Junior College
"II. Distribution of literature
1. Report (enclosed with this report)
2. A General Curriculum in Mathematics for Colleges
3. Qualifications for a college faculty in Mathematics
4. A curriculum in Applied Mathematics
5. Recommendations for the Training of Teachers of Mathematics
6. Recommendations on the Undergraduate Math Program for work in computing
7. Recommendations on the Undergraduate Math Program for Work in Eugenics and Physicists

8. Tentative recommendations for the Undergraduate Mathematics Program of students in the Biological Management and Social Sciences.

"III. Mr. James Mettler - Schuylkill Campus, The Pennsylvania State University
A. Review of "ditto" sheets --

"IV. Dr. Allan Bryson, University of Pittsburgh
A. Requirements for graduation at the University of Pittsburgh for mathematics major
1. 3 terms (4 hours each) calculus, analytic geometry sequence
2. Abstract algebra
3. Linear algebra
4. one geometry course
a. Topics in geometry
b. Algebraic, Projective Geometry
5. Probablilty and Statistics
6. 2 courses out of 3 courses in differential equations
7. 2 terms of advanced calculus
B. College of Arts and Sciences curriculum additions to program
1. English
2. Language
3. Phys Ed.
4. Distribution courses
a. Humanities
b. Social Sciences } 15 credits of general
c. Natural Sciences } education courses
5. Minor of 12 creidts in an area related to mathematics.
C. General statements about the program at Pitt
1. great deal of flexibility in requirements
2. college level exams (ETS) used to evaluate students for placement in the program for freshmen as well as for transfer students.
3. Many institutions need good courses in algebra and trigonometry, in spite of recent trends which have indicated this function belongs in high school. Over 800 students are registered for this type of course at Pitt this term. (Also refer to next to last paragraph on page 5 in "ditto" report)

"V. Question-answer period
1. Discussion of program in math for non-math and non-science majors
a. concensus was for general courses in math to develop general algebraic competence, and understanding of lower level statistics and calculus
b. grad students in business go into lower level calculus, etc.
2. Discussion of the ETS college level exams for placement
3. Discussion of the nature of statistics courses."

"Junior College Preparation for Transfer to a Four-Year Institution

"(This report was prepared by James Mettler, The Pennsylvania State University Schuylkill Campus, for the Twenty-Fifth Annual Convention of the Pennsylvania Association of Junior Colleges at Robert Morris Junior College, Suburban Campus, Pittsburgh, Pennsylvania, held on October 13 and 14, 1967.)

HISTORICAL NOTE

"At the Annual Convention of PAJC (Pennsylvania Association of Junior Colleges), held at Point Park Junior College in October 1965, five well known mathematicians met with us. Those of you who attended that meeting may remember that Dr. Robert McDowell, Director, Committee on the Undergraduate Program in Mathematics (CUPM); Dr. Samuel Goldberg, Oberlin; Dr. Robert James, Harvey Mudd College; Dr. Robert Walker, Cornell; and Dr. Gail Young, Tulane University; met with us to tell us about the work and interests of CUPM and to seek information from us. They were interested to learn whether a useful service might be rendered for Two Years Colleges (TYCs) vy forming a TYC panel. They distributed a questionnaire at that meeting and asked those present to fill it out and send it in. The results of this questionnaire were encouraging enough for CUPM to organize a Task Force on TYCs. I was asked to serve on this Task Force, and we had two meetings. There were ten members on the Task Force and at the two meetings held a set of charges were prepared. These charges were submitted to CUPM as charges to a TYC Panel if CUPM decided to establish such a Panel. At the 1966 Summer Meetings of the Professional Mathematics Societies, held at Rutgers University, CUPM held a meeting and decided to form a TYC Panel.

"An organization meeting of the TYC Panel was held in New York City on November 12-13, 1966. The members of this Panel are:

Dwight Goodner, Florida State University, Chairman
Louis Dunham, Franklin Institute of Boston (TOE)
James Eastham, Queensborough Community College (TOE) (Ch)
Joshua Barlaz, Rutgers-The State University (GE) (Ch)
M. Gweneth Humphreys, Randolph Macon Woman's College (GE)
Carol Kipps, University of California at Los Angeles (GE)
Bruce Meserve, University of Vermont (GE)
Robert Norman, Dartmouth College (UP) (Ch)
Robert James, Harvey Mudd College (UP)
Ralph Mansfield, Chicago City College, Loop Campus (UP)
James Mettler, The Pennsylvania State University, Schuylkill Campus (UP
Kenneth Skeen, Diablo Valley College, Concord, California (UP)
William Rice, St. Petersburg Junior College, St. Petersburg, Fla. (UP)

"For working purposes the Panel was subdivided into three subpanels named as follows:

1. University Parallel Subpanel (UP)
2. General Education Subpanel (GE)
3. Technical and Occupational Subpanel (TOE)

"Membership on the various subpanels is indicated back of each Panel Member's name. Experience has shown that this subpanel subdivision may not have been the best one, and for that reason there has been a great deal of exchange of information among the subpanels. While each of the subpanels has held independent working sessions, most of the subpanels have met at times when the entire panel has been present for a meeting also. Since all of the Panel Members are actively engaged in teaching at their institution, almost all of the meetings have been held on week-ends (Saturday and Sunday) at various locations throughout the United States. The rest of the work has been carried on through correspondence and some telephone conversations CUPM is a Committee of the Mathematical Association of America, and the TYC Panel is a CUPM Panel so it is supported jointly by the Mathematical Association of America (MAA) and the National Science Foundation (NSF).

"Eight working meetings of the TYC Panel and Subpanels have been held. The work of the University Parallel (UP) Subpanel has progressed more than the other two. This is due in part to the fact that the problems here are somewhat more clearly defined than the other two. Since the UP Subpanel is the one on which I serve and since the work of this subpanel is most closely related to our topic for consideration today I will tell you what I can about the studies we have been making. I must emphasize that any remarks I make are my personal reactions and should not under any circumstances be accepted or quoted as official information from CUPM.

"SOME REMARKS ABOUT STUDIES BEING MADE BY THE UP SUBPANEL

"The UP Subpanel held meetings with consultants from Two Year Colleges (TYCs) and Four Year Colleges (FYCs). An attempt was made to sample TYCs at random from the point of view of type of institution and geographic location. The FYcs were also a random sample, however, only FYCs that accept TYC transfer students were interviewed.

"These consultants were asked many questions, but the areas of principal concern were the ones listed below. I should point out that most of the consultants were teachers of mathematics, however, some were administrators. The areas stressed were:

a. Faculty
    1. Qualifications
    2. Teaching Loads.
    3. Opportunities for Professional Growth.
    4. Difficulty in obtaining Qualified Faculty.
b. Curriculum
    1. Mathematics for Science-Oriented Students.
    2. Mathematics for Non-Science Transfer Students.
    3. Mathematics for Inadequately Prepared Students
    4. Mathematics for Terminal Students
        a. Technical and Occupational Students.
        b. General Education or Associate in Arts Students.

c. Library
    1. Funds Available.
    2. Is CUPM Library List Used?
    3. How frequently are new books purchased?
d. Counseling, Advising and Placement
    1. Are Placement Tests used?
        a. Names and or authors of tests used?
        b. What uses are made of the results?
        c. Have local norms been established?
        d. Who has access to the scores?
    2. Advising
        a. Is every faculty member an advisor?
        b. How many students are assigned to an advisor?
        c. How much time is a faculty member expected to spend advising?
    3. Counseling.
        a. How many students are assigned to a counselor?
        b. What information is needed by TYC counselors in their work with prospective transfer students, and how can it be obtained?
        c. What are you doing to improve the academic counseling of transfer students?
        d. What special orientation do transfer students need and how may it be effectively provided?
        e. What is the nature of the transfer student's financial needs, and how may they be met?
e. Articulation problems
    1. If articulation efforts are to be effective, what type of representation is needed?
    2. When the number of institutions precludes direct representation from each one, how can the desired representation be attained?
    3. How may effective articulation be accomplished?
    4. Is there a need for both institutional and statewide articulation activities?
    5. How can articulation machinery be kept up to date and responsive to current problems?

"The UP Subpanel has spent many hours thinking about these areas. Some documents for internal use of the Panel have been written. Some written reports have been made to CUPM, but to date no decision has been made about publishing information for general distribution. It is reasonable to assume that the results of some of these studies will be published sometime in the future.

"I have written up these remarks so that you would have a copy to take with you if you are interested. Also, since the report is written it doesn't matter whether I say anything or not. At any rate it has been my experience that at meetings of this kind there is not sufficient time to present such material in lecture form for people to take notes.

"In a report of the length this one ought to be, it would be impossible to state something about each of the areas mentioned above. Therefore, I shall conclude this report with some remarks about mathematics for Science-Oriented students. Again let me emphasize that these remarks do not have the official sanction of any group or organization. These remarks are excerpts from published reports of completed studies done by other CUPM Panels and my personal reactions to remarks made by TYC and FYC consultants during interviews.

"SCIENCE-ORIENTED STUDENTS

"We shall define a science-oriented student as a student who has sufficient interest and ability in mathematics to study at least the equivalent of three semesters of calculus. This includes those planning careers in engineering, mathematics or physical science. It also includes an increasing number of those planning careers in the biological or social sciences.

"Approximately 72% of all students entering TYCs plan to earn at least a bachelor's degree (ACE-1966). Approximately 11% plan to specialize in engineering, 3% in biological sciences, and 4% in mathematics or a physical science. Students admitted to TYCs are not as well prepared mathematically as those admitted to FYCs. Most of those who plan to transfer to a FYC never do so. Most of the TYC students who study mathematics do not have the preparation, study habits, and mathematical maturity needed to study the program outlined in the 1965 CUPM report 'A General Curriculum in Mathematics for Colleges' hereafter referred to as GCMC.

The GCMC Program

"The GCMC outline should be regarded as suggestive and open-ended, so that the courses suggested can be adopted to suit needs of TYCs and to meet the requirements of particular departments and institutions. The GCMC report states: 'In offering the following solution we have deliberately left it as general and loosely structured as possible in order to avoid being overly prescriptive and to allow for natural local variations.' Although poorly prepared students are a major problem for TYCs, the fact that many FYCs and some high schools already exceed the goals of the GCMC report should be considered. Again, from the GCMC report:'Indeed, the program outlined in the following section is of necessity more conservative than some now being planned for superior students in the eleventh and twelfth school years.... Moreover, it is likely that many of our recommended courses can be improved by various innovations. We urge that colleges which can exceed our minimum goals should do so. In fact, a number of colleges and university departments already do exceed them.'

"Preliminary studies indicate that about 86% of the students taking mathematics courses in TYCs are enrolled in courses at levels below that of GCMC Math 1; more than 40% are enrolled in courses below the level of GCMC Math 0. Very few of the students who begin mathematics at extremely low levels manage to complete a calculus course. They are very poor prospects for careers in engineering, mathematics, or science. Such students can be assumed not to be science-oriented students. Also, we note that many science-oriented students at TYCs are not as well prepared as students fro whom the GCMC program was designed.

"Considerable thought and study must be devoted to the adaptation of the GCMC program to the needs of TYCs. Consideration should be given to programs for TYCs organized quite differently than the GCMC program, if such alternatives might mesh better with the lack of preparation and mathematical maturity of students at TYCs. A minor modification might include Math 0, Math 1, and Math 2, each enlarged to five credits. If Math 3 is taken concurrently with Math 2, then Math 4 could be completed in the fourth semester. Probably both Math 3 and 4 should be enlarged to five credit hours. This would make a strenuous program, but is needed if students are to be ready for junior-level GCMC work at a FYC. A further modification of the CUPM program might be to teach calculus without linear algebra. Then Math 3 could be given later for students who find time. For students able to handle Math 1 without Math 0, there would be opportunity for Math 2P and/or a course in differential equations. Because of the varied interests of students and the difficulties of determining proper placement, the following modifications and branchings out of and into the GCMC sequence might be useful:

(i) Five credit hours for Math 0, but with students who demonstrate incompetence during the first few weeks being shifted to a remedial course.

(ii) Three credit hours for Math 0, but an extra two hours each week (perhaps in a math lab) for students needing remedial work.

(iii) After Math 0, some students might find a course such as 'finite mathematics' an effective and useful way to discover their level of interest and ability in mathematics. Some of these students might then proceed to Math. 1.

(iv) As emphasized in the GCMC report, many different needs can be met by the courses described in the GCMC report. E.g. , some students might terminate their mathematical education after Math 0-1-2P. For TYC students interested in computing, a modification of Math 8 (numerical analysis) that does not depend on Math 4 might be taken after Math 2 and 3.

"Consideration should be given to the question of whether students who begin with courses at or below the level of Math 0 should spend more than two years in a 'TYC' if they are serious about a career for which the equivalent of Math 4 is needed. This may be necessary if such students are to compete successfully at the junior level with students at FYCs. It may also be realistic, since students in some programs at FYCs need more than four years (an average of 4.8 years is used at Berkeley to obtain an engineering degree).

"Level of Rigor

"There is good reason to believe that TYC students do not achieve relative to ability level as deep a penetration of the subject as students in comparable university courses. Transfer students generally do well in later mathematics courses, but very few of them are outstanding. This emphasizes the need for more class time and more attention to techniques for developing motivation and interest.

"Too extensive use of the 'hand-waving' approach to calculus has serious defects, e.g., students who have learned in high school to think mathematically may become disillusioned; for other students such courses mean postponement even longer of experience with the true nature of mathematics. For TYCs, a calculus course that fails to teach students to understand and analyze mathematics will make

transfer to the junior level of a good FYC very difficult. The 1965 CUPM report, 'Preparation for Graduate Work in Mathematics,' expresses some concern about the GCMC courses: 'If all mathematics students follow the first two years of the GCMC program, those who decide relatively late on graduate work in mathematics will not lose very much, even though early work in the spirit of the 1963 recommendations is very desirable for the future professional mathematician.'

"At this stage, a description of 'level of rigor' might be a description of a desirable depth of penetration and understanding. The following quotations from the Florida report on articulation in mathematics represents a good attempt at a description of 'level of rigor'; 'First, a stress on fundamentals, that is, a stress on the fundamental ideas and concepts of the calculus. The aim should be a mastery of careful statements and meanings of basic definitions and basic theorems, together with proofs of some of the theorems. Second, the use of these definitions and theorems in computations and in examples. The books that are used should be chosen from those that give careful attention to basic concepts and ideas and that have an abundance of examples, problems, and exercises relating theory to practice. The book should give emphasis to structure, careful statements of theorems, and proofs. Definitions should be precise and definite. Students should be made conscious of the necessity for precise definitions and how they are used in the theory and applications of mathematics. The definitions and theorems should be motivated with many geometrical and physical illustrations.'

"The standards of rigor for the better students at a TYC should be as high as that intended for the GCMC program, since the better FYCs already are above this. The following quotation from the GCMC report (pg. 22) is relevant:

'Even if it were possible to make a precise statement about the level of rigor we expect in this program, that would be undesirable, for the appropriate level of rigor varies from classroom to classroom and we should not attempt to dictate what it should be. Let us agree that it is the level of rigor in the student's understanding which counts and not only the rigor of the text or lecture presented to him. Our definite proposal is that the advancement of a student from the first calculus, Mathematics 1, to the second shall not depend upon his being able himself to make rigorous epsilon-delta proofs. The problem as we see it, is to devise a presentation which, while not strictly logical at all stages, will nevertheless be intelligible, and which will convey the ideas of the calculus in forms which are intuitively valid, can later be made exact, and are made rigorous as the student advances.'

"I have ended this report here because of time and space. I do plan to have available for you to take with you some of the CUPM publications, particularly GCMC which I have discussed to some extent. Hopefully I have made clear the fact that there is a CUPM TYC Panel and a UP Subpanel. The TYC is the fastest growing segment of higher education; and I suppose it is not unreasonable to assume that ten years from now the majority of students will begin their higher education in a TYC. The TYC Panel was formed with the hope that the Mathematics Community would be able to inform itself of the problems faced by TYC mathematics faculty and hopefully be in a position to offer some advice and leadership.

"In parting, I think it is most important for mathematics teachers in TYCs to seek professional growth and to have identification with professional mathematics

societies. At the present time, I think the two most useful or most appropriate ones for TYC teachers are National Council of Teachers of Mathematics (NCTM) and/or the Mathematical Association of America (MAA). If you do not now have membership in these organizations I urge you to join."

ADMINISTRATION WORK SESSION

The following 38 people attended the Administration work session from 9:30 to 10:45 A.M

Paul D. Walter	University of Pittsburgh at Johnstown
R. W. Lott	Northampton County Area Community
John P. Mazzola	Robert Morris Junior College
A. J. Tierno	Robert Morris Junior College
Eugene J. Kraz	Community College of Delaware County
John R. Claride	Behrend Campus, Pa. State University
W. Frederick Foose	Peirce Junior College
Myles J. Anderson	York Junior College
John J. Aulbach	Penn Hall Junior College
Clair G. Groff	Peirce Junior College
James L. Grace	Harcum Junior College
Joseph Bloh	Harcum Junior College
Robert E. Dawson	Scranton Center, Pa. State University
Frank C. Kostos	Hazleton Campus, Pa. State University
Eugene Heide	New Kensington Center, Penn State
Ray A. Miller	York Junior College
Charles W. Callahan	University of Pittsburgh at Bradford
Robert Shuman	Berks Center, The Pa. State University
Paul C. Gianini	Northampton County Area Community
Ronald J. Horvath	Lehigh County Community College
C. F. Myer	Northeastern Christian Junior College
R. E. Eiche	Altoona Campus, Pa. State University
I. H. Kochel	Behrend Campus, Pa. State University
Jack G. Zubrod	Altoona Campus, Pa. State University
Paul A. McWilliams	Robert Morris Junior College
Charlotte Mastellar	Luzerne County Community College
E. A. Weisser, Jr.	Robert Morris Junior College
Harold R. Sargent	Shenango Valley, Pa. State University
William E. Mackin	Shenango Valley, Pa. State University
Robert L. Smith	Altoona Campus, Pa. State University
W. Stewart McCready	Robert Morris Junior College
Michael Danko	Robert Morris Junior College
T. M. Peirce	Peirce Junior College
William H. McNeil, Jr.	West Libert State College, Wheeling Campus
B. G. Davis	East Campus, Allegheny Community College
Charles L. Sewall	Robert Morris Junior College
Harold W. Perkins	Berks Center, Pa. State University
William J. Hamilton	Peirce Junior College

"The Workshop on Administration was presided by President Sewall of Robert Morris Junior College. Panelists were Dr. Harry K. Miller, President of Keystone Junior College; Dr. Harold W. Perkins of the Berks Center of The Pennsylvania State University; and Mr. Benjamin Davis of Allegheny County Community College.

"President Sewall read a letter from President Morrissey of Allegheny County Community College expressing his regrets for not being able to attend the Convention. Mr. Davis represented him.

"Statements were made by each panelist as follows:

"Dr. Perkins spoke on student affairs in relation to the administration. He characterized the modern student as being mobile wanting answers but a conservative student who needs nudging. Dr. Perkins felt that our administration should be flexible enough to give the student a voice in its affairs.

"In spite of its difficulty since the student is in and out of the campus, Dr. Perkins felt that the college should be in touch and work with the student even before he arrives at the college. Suggested orientation and counseling before school starts.

"The speaker put a great deal of emphasis on school organizations. The student should be given the opportunity to speak his mind in social, recreational and financial affairs. The college should listen to the student and give him an opportunity to participate.

"Mr. Davis described briefly the organization of the Allegheny County Community College. Spoke of it as a system with Mr. Morrissey as its head or president. The system consists of three campuses each headed by a president who is complete charge of its development. Mr. Davis emphasized autonomy in his system.

"Mr. Davis then devoted his allotted time to reporting on a two weeks' tour he and other administrative officers of the college took recently in which many of the leading institutions of the country were visited. He said that the current trend of campus development is compactness featuring students' center. Spoke of the desirability of acquiring spacious grounds for purposes of expansion, the need of designing facilities for adults, the utilization of these facilities for indoor activities, the desirability of varieties of classroom sizes, sliding blackboards, etc.

"Mr. Davis also advised not to forget the faculty. In his tour he found that great strides are made in securing for the faculty private offices, conference rooms, counseling areas, lecture halls, etc.

"Dr. Miller spoke on two items, namely, fringe benefits for the faculty and faculty evaluation system as operated at Keystone.

"Fringe benefits included: social security benefits, TIA, Blue Cross and Blue Shield, insurance program, total disability, tuition, leave of absence, and travel expenses. Spoke of the tuition program whereby a faculty member's child is allowed $750 a year for a period of four years when attending another college. Mentioned free tuition for the faculty member's child and wife when attending the college in which he teaches.

Mentioned also the allowance of $175 for each member of the faculty, for each year, when traveling to attend professional meetings.

"Dr. Miller explained the faculty evaluation system followed at Keystone. Stated and explained how a faculty member of Keystone receives an increment plus merit. He said that the evaluation is based on the report submitted by the three division heads and the dean and that twenty different factors are used in making their evaluation."

PHYSICAL EDUCATION WORK SESSION

The following 15 people attended the Physical Education work session held from 9:30 to 10:45 A.M.

J. T. Rogers	Peirce Junior College
Thomas Traynor	University of Pittsburgh at Johnstown
James Thompson	Northampton County Community College
Larry Fornicola	Keystone Junior College
Ed Sherlock	University of Pittsburgh at Johnstown
Keith Smith	University of Pittsburgh at Bradford
Art Schake	University of Pittsburgh at Bradford
Roger Sweeting	Behrend Campus, The Pa. State University
Jack Sparks	Altoona Campus, The Pa. State University
Michael Mould	Keystone Junior College
Jack Jaquet	York Junior College
Mrs. Charles Brooker	Guest
Naaman Myers	Penn Hall Junior College
Ardath Nelson	Mount Aloysius Junior College
R. J. Lesnak	Robert Morris Junior College

"Physical Education Programs"
Mr. Roy Haynes, Director of Physical Education and Athletics, Carnegie-Mellon University
Mr. Allen R. Gray, Director of Undergraduate Preparation, Health and Physical Education, The Pennsylvania State University
Dr. Carl Peterson, Coordinator of Physical Education, University of Pittsburgh

"Dr. Carl Peterson, Coordinator of Physical Education at the University of Pittsburgh, spoke about physical education programs for pre-professional people, i.e., pre-med, pre-law, pre-dent., etc. Some of Dr. Peterson's comments were:

"1. We should strive to develop attitudes towards exercises.
"2. We must expose students to a variety of activities.
"3. We must <u>teach</u> not just supervise recreational activities.
"4. Physical education at Pitt is a 1 credit course with a letter grade; 1 year is required and one year is elective.
"5. Dr. Peterson urged all junior college physical education instructors to join the College Physical Education Association.

"Mr. Ray Haynes, Director of Physical Education and Athletics at Carnegie-Mellon University, discussed the place of physical education in a liberal arts college.

For this purpose Mr. Haynes stated that phys. ed. must be taught for knowledge, skills, and understanding; knowledge in that the student knows himself with respect to his classmates; skills properly taught will develop logic, reasoning, and human relations in the student as well as the obvious muscular skills; understanding in that the student should be able to observe and compare his fellow students. Mr. Haynes comments on the program at Carnegie-Mellon were:

"1. 4 semesters, 3 hrs. a week with 1 hr. of swimming, no grade
(Mr. Haynes does not agree with this principle)
"2. Agrees that we must teach phys. ed.
"3. Womens phys. ed. - 2 hrs. a week.
"4. Physical education should spawn intramurals which in turn could spawn intercollegiate athletics.

"Mr. Allen R. Gray, In charge, Undergraduate Preparation, Health and Physical Education, at Penn State discussed the roll of the junior colleges with respect to phys. ed. majors who wish to transfer and receive a B.S. degree in phys. ed. from a four-year institution. He separated this into two major points:

"1. To provide two years of general education, such as,
15-18 credits in social sciences
12 credits in humanities
biological science (lab)
chemsitry and physics
anatomy and physiology
a basic health knowledge course
basic psychology
Pa. history
"2. To serve as advisors to freshmen and sophomore students, spawning interest in phys. ed. and trying to appeal to higher intelligence people. Mr. Gray emphasized the great outlook for phys. ed. majors.

"Dr. Charles Brooker, Coordinator of Physical Education Research, at Slippery Rock State College, discussed curriculum design and research in physical education. Dr. Brooker stated that the junior colleges are in an excellent position for research in that we can follow our graduates who go on to college and actually do very valuable research with respect to what happened to them. Dr. Brooker felt that the two most important research items are

"1. what are the objectives of your program
"2. the development of tests of knowledge and skills of the various physical education activities.

"A very enthusiastic question and answer session followed and lasted for over an hour. Some of the points made during this discussion were:

"1. A junior college does not need to have elaborate phys. ed. facilities to accommodate a phys. ed. major. Gives him the two years of general education and let the four-yr. college take care of the professional areas in his last two years.

"2. Nothing wrong at all with men teaching women's phys. ed. More and more of this is happening.

"3. Physical education and athletic departments should be fused into one with coaches as part of the phys. ed. staff.

"4. A general understanding that the four-year colleges certainly accept and welcome the emergence of the junior college graduate as a potential graduate in phys. ed. from the four year school.

FINE ARTS WORK SESSION

The following 29 people attended the Fine Arts work session at 9:30 A.M.

Mrs. Robert Eiche	Altoona Campus, The Pa. State University
Jo Anne Lovas	Robert Morris Junior College
Edward Mottle	Fayette Campus, The Pa. State University
Van R. Baker	York Junior College
Caroline Daverio	Shenango Valley Campus, Penn State
Shirley A. Snyder	Shenango Valley Campus, Penn State
Andrew Jackson	York Junior College
Evelyn Halpern	Shenango Valley Campus, Penn State
David Alexink	York Junior College
Charlotte K. Gotwald	York Junior College
Sister M. Pauline, R.S.M.	Mount Aloysius Junior College
Frank G. Pennypacker	Peirce Junior College
Roger B. Gillan	Robert Morris Junior College
Plato Anestis	Robert Morris Junior College
Mrs. Mary Jane Hook	Northampton County Area Community
Irene Porter	Robert Morris Junior College
J. B. Mawhinney	Robert Morris Junior College
Richard Cavanaugh	Harcum Junior College
Richard E. Coulter	York Junior College
Adele R. Curran	Harcum Junior College
Joseph D. Piorkowski	Community College of Delaware County
A. W. Climenhaga	Messiah College
Mrs. A. W. Climenhage	Messiah College
Arthur Hanna	Valley Forge Military Junior College
Edgar Racey	Capitol Campus, The Pa. State University
W. Robert Williams	Robert Morris Junior College
Larry Malfatti	Chatham College
Charles E. Rollins	Bucks County Community College
James P. Murphy	D.P.I., Bureau of Community Colleges

"Junior and Senior College Articulation - Fine Arts"
Dr. Ralph Allen, Speech and Theatre Arts, University of Pittsburgh
Mr. Thomas Gaydoes, Instructor, Theatre Arts, Robert Morris Junior College

"The meeting began at 9:35 A.M.

"Mr. Gaydos opened the meeting. He mentioned the fine arts 'explosion' on the junior college campus. Question: What type of drama course could be offered in a junior college?

"Dr. Ralph Allen was introduced. In his talk he stated that there are too many amateur theaters -- not too few. Amateur theaters are important, however, because in many areas there are no professional theaters.

"The first obligation of a college production (except in the case of professional training) is to the audience. A bad play is worse than no play at all -- get good student actors. The play should be approached seriously. The play should 'say something' worthwhile to the college audience. The plays should be 'designed' as an extension of classroom work (keeping religious, economic, etc. issues in mind). The world of the theater is a world of its own: it reflects the real world, but it is not a mirror image of the real world. There are many ways of writing a play in the modern era; there is a variety of styles, and the college productions should reflect this variety.

"General Discussion -- There are two types of drama curriculum -- 'professional' (Carnegie-Mellon), and liberal arts (providing an overview of the theater and its practices). For a drama major, a basic background of literature is important. Also for a drama major coming from a junior college to a senior college a background in the history of drama and some 'lab' experience are important.

"Mary Gaydos introduced a music instructor from Chatham College, Mr. Lorenzo Malfatti. In Mr. Malfatti's talk he stated that students should listen with the instructor to good music. The instructor himself should be able to perform if he expects his students to perform. Learning the 'language' of music often helps the student to perform. The junior college can help the student prepare for a senior college degree in music by recognizing talent and by training it.

"Dr. Allen mentioned that drama instructors also should be performers. Yet, a professional should also be interested in teaching -- teaching should not be merely a secondary way of making a living.

"Mr. Malfatti mentioned the Opera Workshop at Chatham. As is the case in drama, in opera (and in music in general) the performer should be able to perform. He also owes a responsibility to his audience.

"One responsibility of a junior college is to discourage 'stage-struck' students who really do not have the talent for becoming actors (the same responsibility applies regarding students who want to become professional singers, poets, etc., but do not have the talent).

"The question was aksed if guest artists that other colleges have invited might be allowed to visit nearby colleges. It seems that such possibilities do exist -- especially if the colleges work through a concert bureau. Yale might be going too far -- the students are now watching professionals perform.

"A man from Bucks County mentioned a drama workshop that exists in his college.

"Mr. Malfatti mentioned that if a real talent is discovered in a college, money should be no object. Money should be spent to develop that talent. Even if the student does not become internationally famous, he will elevate the culture of his own community

after he leaves college. Mr. Malfatti mentioned a federally sponsored program for Pittsburgh youth in the field of music.

"Mr. Gaydos dismissed the session at 10:45 A.M."

HEALTH AND RELATED AREAS

The following 13 people attend the Health and Related Areas work session at 11:00 A.M.

Marjorie Amick	Robert Morris Junior College
Gladys M. Schauweker	Robert Morris Junior College
Edward Mottle	Fayette Campus, Pa. State University
Jospeh D. Piorkowski	Community College of Delaware County
John J. Aulbach	Penn Hall Junior College
A. W. Climenhaga	Messiah College
Mrs. A. W. Climenhaga	Messiah College
John R. Bender	New Kensington Campus, Penn State
James R. Thompson	Northampton Area Community College
Helen E. Nolan	Harcum Junior College
Thelma A. Worth	Peirce Junior College
Irene E. Lovett	Ellen Cushing Junior College
Adele R. Curran	Harcum Junior College

"Innovations in College Health Services"
Dr. A. C. Hofmeister, Director of Health Services, Robert Morris Junior College

"Dr. Hofmeister -- Introduced by Dean of Women of Robert Morris Junior College

"Problem: Growth at Suburban Campus -- from 10 to 700
"Solution: At first, one day a week for one hour; then 2 -- now every morning with 4 rooms, 2 with 2 beds each, one for examining, one for nurse's office. About 20 come in a day. If illness warrants, call parents to see if they want them sent home or to a hospital here. On call at night.

"Dr's office right here on campus rather than his office 1/2 mile away so students will drop in.

"School pays Doctor's salary. This means students do not have to pay; they come in much more readily, and return for second visit when so prescribed by doctor.

"Students are covered by accident insurance -- must be covered.

"They are not billed for confinement in infirmary.

"If sent to Sewickley Valley Hospital, they are on their own. Medications are not given free; students are billed for these.

"At times seeing the doctor for a 'cold' is simply an 'in' to see him for counseling -- a little reassurance.

"About 75% of those seen are freshmen -- 'little lost souls' away from home for the first time.

"Students must have a physical before coming to R.M.J.C. This record is important: previous diseases, operations, allergies. We are requiring tetanus shots within last 12 months. We must have parents' authorization to administer drugs and emergency operations. This they must give at beginning of residency. Doctor still tries to contact parents before any emergency or major treatment.

"24 hour nursing coverage should be available. We do have infirmary 'house mothers.'

"20 beds at Harcum Junior College in infirmary -- 24 hour nursing service. Doctor there every day. Health services have a separate facility. 500 resident students and 200 community day students. (Have use of doctor's services.) Require typhoid shots, vaccination, and tetanus. Request that students see campus doctor.

"Counselors send students to psychiatrist rather than doctor's sending them.

"Girls are more apt to come in that are the boys.

""The residency catalog states that R.M.J.C. does not permit the use of alcohol or drugs.

"We try to refer students to their own dentists except in case of emergencies; then sent to local dentists.

"Psychiatric service available at nearby hospital in case of emergency. Long-time treatment should be via parents. Two M.D.'s must sign a commitment paper.

"Dr. H. would call the parents directly if he feels there is need for psychiatric referral or emergency accident, etc. Parents also contacted by Dean of Women (or Men).

At Harcum student pays for overnight infirmary stay -- to pay for nursing services. Physician is paid by college.

"At Ellen Cushing Junior College, students pay a Medical Fee (of $10 per year) on entrance into college.

Dr.-Patient Relationship takes precedence over Dr.'s employee relationship to college.

"Adjournment at 12:15.

Submitted by
W. E. Johnson"

LIBRARY

The following 22 people attended the Library work shop at 11:00 A.M.

Mrs. Mary Jane Hook	Northampton County Area Community
Jo Anne Lovas	Robert Morris Junior College
Caroline Daverio	Shenango Valley Campus, Penn State
Shirley A. Snyder	Shenango Valley Campus, Penn State
Evelyn Halpern	Shenango Valley Campus, Penn State
David Alexick	York Junior College
Sister M. Pauline, R.S.M.	Mount Aloysius Junior College
Charlotte K. Gottwald	York Junior College
Frank G. Pennypacker	Peirce Junior College
Christine Trombetta	Robert Morris Junior College
Mary Celini Boyer	Robert Morris Junior College
Sister Mary Anastasia	Mount Aloysius Junior College
Andrew Jackson	York Junior College
Van R. Baker	York Junior College
C. F. Myer	Northeastern Christian Junior College
Harold A. Garrison	Eastern Pilgrim College
Joseph C. Bloh	Harcum Junior College
Plato Anestis	Robert Morris Junior College
Velma Koleszar	Peirce Junior College
Sharon Kill	Robert Morris Junior College
Mary Frances Fisher	Point Park College
Iola Morrisey	Robert Morris Junior College

"Classification - Dewey or Library of Congress?"
Reverend Fenton Shoniker, St. Vincent College

"The Reverend Fenton Shoniker, Director of Libraries at St. Vincent's College in Latrobe, told of his experience in recent years in integrating three separate libraries in one new library building. The seminary library, which represented 75 per cent of the total collection, had been classified according to an old Swiss method. The preparatory school and college libraries had been classified according to the Dewey system. The Seminary collection and the college collection were changed to the Library of Congress system, augmented by the Lynn Peterson alternative classification. The prep school collection still remains under the Dewey system.

"A number of factors were considered in making the change as advised in a recent statement issued by a national Classification Committee --

"1. Comprehensiveness (Library of Congress system is much broader and more comprehensive than the Dewey system)
"2. Flexibility (L.C. has advantage of being easier to expand without upsetting existing classified books)
"3. Indexing (L.C. has no combined index for all the classification tables)
"4. 'Browsability' (Dewey has advantage in being more 'browsable' -- important in open stacks)

"5. COST (L.C. is much cheaper -- costs 1 cent to set up one card with L.C., about 34 cents to set up one card with Dewey)
"6. Classes - L.C. has three times as many classes as Dewey)
"7. Use -- L.C. does not have a manual on how to use the system.
"8. Revision - - Dewey comes out constantly with changes and additions.

"The over-all recommendation of the Classification Committee was that for general libraries up to 200,000 volumes, the Dewey system was better; for libraries containing over 200,000 volumes OR small libraries with specialized collections in the social sciences and the humanities, the Library of Congress method was better.

"It would seem that our junior colleges are in the group having small specialized libraries with heavy emphasis in the humanities and social sciences; therefore, the Library of Congress classification system would be advisable."

ENGINEERING

The following 14 people attended the Engineering work session at 11:00 A.M.

Sarah K. Rohrer	Robert Morris Junior College
Regina Tanke	Northampton County Area Community
Samuel V. Bohinc	New Kensington Campus, Penn State
Jack Burger	Lehigh County Community College
William J. Wentz	Beaver County Community College
Frank C. Kostos	Hazleton Campus, Penn State
Maury C. Eggers	Beaver County Community College
Harry K. Miller, Jr.	Keystone Junior College
Anthony F. Land	Schuylkill Campus, Penn State
James Mettler	Schuylkill Campus, Penn State
Fred C. Smith	York Junior College
William C. French	Robert Morris Junior College
F. A. Defino	Robert Morris Junior College
Dale Louis Perinetti	Robert Morris Junior College

"Junior College Curriculum for Transfer to a Four-Year Institution"
Dr. Lawrence Toor, Carnegie-Mellon University
Dr. Chauncey Kay, The Pennsylvania State University

"Dr. Norbert Pietrzak, Robert Morris Junior College presided ofver this section. He introduced speakers, Dr. Robert Rothfus, Carnegie-Mellon University, and Doctor Chauncey Kay, The Pennsylvania State University.

"A student finds it difficult enough to transfer from one university to another without additional problems of having to make up work that he is expected to cover. Can we establish some kind of common plan for a person who wants to transfer?

"Our objections are pretty much the same:
"1. There is a body of subject matter in which the student must be schooled.

"2. Another concern is one of concepts. We are concerned with attitudes. In engineering, this means a realization to a student that he is a professional person. He must be able to deal with unstructured situations.

"The Association of Engineering Colleges of Pennsylvania recommends that the first two years of training include: 4 semesters courses in mathematics, 5 semester courses in physics, 2 semester courses in chemistry, 2 semester courses in English, 3 semester courses in humanities and social sciences, 1 semester course in graphics."

DATA PROCESSING

The following 24 people attended the Data Processing work session at 11:00 A.M.

R. W. Lott	Northampton County Area Community
E. E. Bucher	Robert Morris Junior College
W. F. Costello	Harcum Junior College
T. M. Peirce	Peirce Junior College
Lester Johnson	
Robert L. Brubbs	Robert Morris Junior College
Regis E. Podolok	Robert Morris Junior College
T. J. Hamilton	Peirce Junior College
Charlotte Marstellar	Luzerne County Community College
Sally Ramage	Robert Morris Junior College
W. Stewart McCready	Robert Morris Junior College
Michael A. Duzy	Harcum Junior College
Sister Mary Urban	Mount Aloysius Junior College
Jon A. Shunk	Robert Morris Junior College
Betsy Richwine	York Junior College
Clair B. Groff	Peirce Junior College
W. Frederick Foore	Peirce Junior College
Marilyn Hala	Shenango Valley Campus, Penn State
Rose Ann Bryce	Robert Morris Junior College
William A. Kelly	Robert Morris Junior College
E. A. Weisser, Jr.	Robert Morris Junior College
Robert E. Wyatt	Diversified Educational Systems Berryville, Virginia
Raymond F. Perfett	Robert Morris Junior College
Robert L. Burgunder	Robert Morris Junior College

"Automation in Accounting"
Mr. William Lewis, Robert Morris Junior College

"Introduction of Mr. Lewis by Mr. Burgunder.

"Mr. Lewis' presentation revolved around the following points:

"1. Opportunities
"2. Integration

"3. Problems
"4. Bi-Tran
"5. Cooperation
"6. Action-sign cards.

"Mr. Lewis cited from many periodicals, magazines, etc. that application of data processing is growing.

"An RCA expert stated in a current magazine article that two minutes on a computer is equal to 50 years of pencil work based on a 40-hour week.

"Mr. Lewis proposed a two part data-processing course or program.
"I. Hardware and operations.
Analysis, design, installation and management, management services.
II. Busine ss Programming.
Analysis, design, installation and management, management information systems (MI S), administrative management.

"Mr. Lewis indicated that there was a lack of integration in related areas.

"Mr. Lewis introduced Mr. Wyatt and Mr. Hummel of Diversified Educational Systems. False notion that computers are taking away jobs. It is changing the character of the people and the jobs.

"Mr. Hummel gave an introduction to the Bi-Tran six computer education system. All computers are alike regardless of price, and have five sections:

1. Input -- paper cards, punch cards, tape, etc.
2. Memory section -- stores the information
3. Arithmetic section
4. Output Section -- usually printed material
5. Control section -- ties all this together.

"He further indicated that a good program might take days, weeks, months, or even a year to prepare, but once this information is put into the computer's memory bank, information, results, etc. can be obtained in a matter of minutes and that this information can continually be upgraded in keeping with present trends, etc.

"Mr. Hummel pointed out that the computer is really stupid and that it is the programmer who holds the key to its success, and that there are opportunities in the field of programming for computers.

"At this point Mr. Lewis resumed the lecture and had a question and answer session.

"In my opinion the lecture and demonstration held the interest of all present. More time for both the lecture and demonstration could have been utilized -- it was too short "

John T. Zebroski of Robert Morris Junior College offered the following prayer for the 12:30 luncheon meeting:

"Gracious Lord our Heavenly Father,

"It has been good to meet these few brief hours in fellowship, discussion and exchange of knowledge. We thank Thee for this privilege and pray that the benefits we have received will be used in greater service to Thee.

"Bless each one here and keep Thy protecting hand over us as we travel back to our homes and loved ones.

"Now Gracious Father we thank Thee for the food we are about to partake. Bless it to the nourishment of our bodies and bless us to Thy service.

Amen"

Charlie Sewall regretted that Dr. Louis Bender could not be with us on the platform but he had to leave early. President Sewall introduced Mr. Pettibon, Executive Secretary of PSEA who brought a brief word of greeting from his association and reminded all of us of the important meeting of his association in Harrisburg on the 26th and 27th of October.

Your Secretary then introduced his office manager, Mrs. Patricia Shatzer and her husband, David Shatzer, by saying that here was the lady who was responsible for keeping the accounts and records of the Association in such excellent condition for many years -- and for doing much of the work (aided by Robert L. Smith and Jack G. Zubrod) for which your Secretary gets the credit. The Association members gave Mrs. Shatzer a hearty round of applause.

The Secretary then thanked President Sewall and all the members of his Staff and Faculty for the excellent job they have done on this convention -- with a special "orchid" for Mr. John Bassett.

President Sewall then presented beautiful Past-President Plaques to Dr.A.W. Climenhaga 1946-47, R. E. Eiche 1947-48, Dr. Lester F. Johnson 1951-52, Dr. Charles E. Rollins 1961-62, Harold Garrison 1962-63, Frank Kostos 1964-65, and Dr. Harry K. Miller 1965-66. These beautiful plaques were obtained for us (based on an original suggestion of Frank Kostos when he was President), by our new President -- Harold W. Perkins. They are as handsome as any that we have ever seen.

President Sewall then introduced our luncheon speaker as follows:

"Cur speaker for this afternoon is Mr. Frank N. Hawkins. Mr. Hawkins is a member of the State Board of Education; Chairman of the State Council of Higher Education; Member of the State Commission on Academic Facilities; Member of the Governor's Committee on Public Television. He also served during 1960-61 as a member of the Governor's Committee on Education in Pennsylvania. He served as School Director and for seven years as School Board President of the Sewickley area. He is also editor of the Post-Gazette. Mr. Hawkins -----"

"Education has become the nation's second largest enterprise, ranking only after National Defense or, to put an uglier word on it, war and the prepartion for war. Perhaps we spend so much on war because in the past we and the other countries of the world have spent too little on education.

"However that may be, we are trying to catch up. In this fiscal year, we will spend $77 billion or more on National Defense. On Education in this fiscal year we will spend more than $52 billion, most of it out of public treasuries. The state of Pennsylvania alone spends for education nearly $1 bill a year, or about half of its general fund. 1967-68 $160,000 on higher education (more than 46% gain in last two years).

"Fed by a bountiful flow of local, state and federal money, education is becoming the nation's greatest growth industry. Professional education, in whose ranks most or all of you belong, operate in a buyer's market. To speak in the vernacular, education and educators never before had it so good.

"Maurice B. Mitchell, President of Encyclopedia Britannica, said recently that 'the American economy was built around the railroads in the last half of the nineteenth century, around the automobile in the first two-thirds of this century, and it will be built around education in the balance of this century.'

"The money spent on education is our most important investment. Not long ago, President John S. Dickey, of Dartmouth College, put it this way: 'It has been said that an army travels on its stomach; even more surely a modern society advances on its brains. It is probably that in all fields empty heads cause more empty stomachs more often than the reverse...'.

"We must devote an increasing amount of our money and energies to education, especially at the higher levels, to try to keep abreast of the fantastic rate at which knowledge is expanding.

"It has been estimated that knowledge doubled in the 1750 years, from the birth of Christ to the beginning of the Industrial Revolution; has doubled four times in the two centuries since then, and is now accelerating so fast that soon it will be doubling every six months.

"This helps to explain why the federal government is playing an increasingly large role in education. In 1955, the Office of Education was a sleepy statistical office employing 555 people and controlling funds in the amount of $165 million. Eleven years later, the office had more than 3,100 people and administered 77 programs to the tune of nearly $4 billion.

"This nation now supports more than 57 million students, 2.6 million teachers, and 200,000 professional school administrators. Education absorbs 7 per cent of our gross national product. Three of every ten persons are engaged in some phase of educational activity.

"Twenty-five percent of Pennsylvania's entire populations is going to school. Twenty per cent are in public schools.

"By now you must be weary of even these impressive statistics. You know what statistics are. They provide the basis for unwarranted conclusions drawn from unfounded assumptions. They permit the statistician to reason that if a man has one foot on a hot stove and the other in an ice box he is, on the average, comfortable.

"But the education statistics provide us with a measure of the tremendous responsibilities in the hands of teachers and school administrators. It is an awesome task but also a most challenging and rewarding one."

Mr. Hawkins then said:-

Basic Education in Pennsylvania has advanced very well. But in Higher Education only about 34% (in 1965) went to college as compared with the national average of 54%. A New State Board, in 1963, drew up a plan for Basic and Higher Education -- a Master Plan. This was approved in the Fall of 1966. Coupled with the legislation for a Master Plan was the provision to develop Community Colleges.

"Key objectives of the plan -- to develop order of procedure for State participation. Also, opportunity for all Pennsylvania youngsters. Also, by 1975 we will need 27,000 more teachers.

"Pennsylvania has the strange custom of handing out public money to private institutions. Although he felt that Doctoral programs at any institution could qualify for State support. He also recommended that small institutions should not be hurt by taking public funds away -- such as Lincoln that gets about one-fourth of its budget from State funds.

He said we need a rational basis, maybe a formula, for allocating State funds to higher education.

Our 1965 college enrollment of 293,970 should go to 518,000 in 1975.

In discussing Private institutions, he said that the scholarship program had gone from four million to thirty-seven million. Also, the legislature appropriates up to 33% for capital improvements of academic facilities. He can not recommend for church related "schools" since this is not allowed by our Constitution.

He feels that many bills have gone to the Legislature this session for Higher Education and the Master Plan -- but in nine months little has been done. He doubts that any constructive legislation will be passed in this session. He feels that the key issue is the orderly process for expansion. But ours is a strictly political system and institutions are sending their lobbyists to Harrisburg -- and he hopes that some day we will have a Governor in Harrisburg who will really try to do something about higher education.

President Sewall presented Mr. Hawkins with a gift from the Association.

President Sewall then said, "I am delighted to have served this Association for the past year -- and we have enjoyed having you with us at Robert Morris He then introduced our new President, Dr. Harold Perkins, who, because of the lateness of the hour said only, "See you at Capitol Campus in 1968!"

REGISTRATION STATISTICS

Ellen Cushing Junior College	1
Eastern Pilgrim Junior College	1
Harcum Junior College	7
Harrisburg Area Community College	0
Keystone Junior College	3
Lackawanna Junior College	0
Manor Junior College	0
Mount Aloysius Junior College	4
Northeastern Christian Junior College	1
Peirce Junior College	10
Penn Hall Junior College	2
The Pennsylvania State University	
Allentown Center	0
Altoona Campus	7
Beaver Campus	4
Behrend Campus	3
Berks Center	3
Capitol Campus	3
DuBois Campus	0
Fayette Campus	3
Hazleton Campus	1
McKeesport Campus	1
New Kensington Center	4
Scranton Campus	1
Schuylkill Campus	2
Shenango Valley Campus	6
Wilkes Barre Campus	0
Point Park College	0
Robert Morris Junior College	74
Sacred Heart Junior College	0
Spring Garden Institute	0
Temple University Community College	0
University of Pittsburgh at Bradford	3
University of Pittsburgh at Johnstown	3
Valley Forge Military Junior College	2
York Junior College	10
Bureau of Community Colleges	2
Guests	25
Butler County Community College	1
Community College of Beaver County	2
Community College of Delaware County	3
Lehigh County Community College	2
Luzern County Community College	1
Northampton County Community College	5
	200 TOTAL